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HISTORY PERIODICALS

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

Conserve Our Forests and Our Water

Our Soil and Minerals Our Human Resources

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January, 1938

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

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Superintendent of Schools
PASADENA

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155 Sansome Street
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State Headquarters: 155 Sansome Street, San Francisco

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by

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Professor of Geography in Education, Clark University, Worcester, Mass.,

in collaboration with

SIDNEY E. EKBLAW, Ph.D.,

Professor of Geography, University of Kansas City, Kansas City, Mo.

The manuscript for ***Economic Geography*** was started nearly three years ago and will be published in February, 1938. The authors and the publishers have spared neither time nor money in producing a text that we believe will be outstanding in its field.

Economic Geography is organized on the basis of climatic life regions. One-third of the entire text is devoted to illustrations and maps that play a major part in the teaching program. Practically all the maps were made from original source material. Each illustration is accompanied by a detailed description of its purpose—a new and unusually helpful teaching device.

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

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A WELCOME TO THE SCHOOL TRUSTEES

The Forty-Fourth Volume of the Western Journal of Education opens with a new department added to its pages. Beginning with this issue, we shall devote each month several pages to news and items of special interest to school trustees. This department will be compiled by the California Association of School Trustees, and edited by its secretary-treasurer, Mrs. Florence C. Porter.

It is a very practical arrangement that brings together under one cover news and articles that concern the administrative and teaching staffs of our schools and those that fall more definitely in the field of trustee interest. The two fields together comprise the territory of our public school system. They are not entirely separate. They overlap in many instances. Occasionally they are divided from each other by differences of opinion and point of view. More often the two groups are working together for common purposes and objectives.

The Western Journal of Education congratulates itself that it has become a common meeting ground for these two splendid groups, both devoted in a particular way to the welfare of our country.

In welcoming this new department the present editor has a satisfaction enhanced by realization of the happiness it would have been to the founder of this Journal if he had been here himself to extend the greeting hand. Harr Wagner in his forty-one years as editor of The Western Journal of Education left many a record of his close association with school trustees and of his high evaluation of their work. But it is not as an editor, not as a teacher, and not as a school superintendent, though he had been in turn all of these, that the present writer remembers most vividly the personality of the founder-editor. It is Harr Wagner, trustee of a little rural school, that still lives most vividly in not too distant memories. One memory especially comes back today, recalled by this occasion. At the moment it was just something that had happened, very vexing, but not without its humor, even to a deadly serious young teacher who had been caught in the high tide of the "Little Lander" movement twenty years ago. Today that happening assumes a deeper significance, portentous even for the social movements of our day, and is worth recording in spite of the absurdity involved.

Harr Wagner was trustee of the Montara School District, a small community south of San Francisco where he had built his home and established his family. One night the school house burned down. The little town was abuzz with anxious discussion. Should the district vote bonds to rebuild the school? Or should it be consolidated with its neighbor, already possessing a building beyond its immediate needs? Consolidation was a new idea in those days, days when paved roads and auto busses were by no means taken for granted in rural regions. The problem was grave. A mass meeting was called. Over the dinner table the question was hotly debated between Harr Wagner, educator and trustee, and the present writer, then fresh from college and a few years of teaching, but at the moment immersed in a glorious experiment of "back to the land." Earnestly the "little lander" urged the advantages of consolidation. Quietly but firmly Harr Wagner met the arguments for graded rooms, better equipment, more efficiency, and opposed to them deep-lying principles of social responsibility, local unity, self-government in its ultimate and simplest form. "The local school district is the essential, basic element of democracy. To relinquish it is to take the first step toward centralization of government, and who knows where that will lead?"

Dinner ended, the discussion still at white heat. The little lander hurried home to milk, to finish the chores, to dress for the mass meeting. She was followed anxiously by her young neighbor, Morris Wagner. "Are you going to say those things tonight at the meeting?" "Of course I am, I must, I am sure I am right." "Oh please don't, you might carry enough people with you to defeat the bonds. It would break Daddy's heart. *A town without its own school!* He couldn't bear that!" "I know, I'm sorry. But I have to say what I believe!" Oh young intolerance and self-assurance! How little it availed against filial devotion! For, the chores done, the earnest little lander hurried to change from soiled jeans and shabby boots into conventional clothes, only to find an empty closet. Every garment in a none too generous wardrobe had disappeared. Neighbor Morris had done a thorough job.

The mass meeting was held. The bonds were enthusiastically voted. The new school house rose in time, white and shining on its hill top, and Trustee Wagner presided for years over the fortunes of a little one room school that intimately and devotedly served its own immediate community.

If he were with us still, it would be Trustee Wagner who would welcome the new department we are announcing today.

G. L. Aynesworth
President
California School Trustees Association
Alma Mater, Stanford; an attorney in the City of Fresno; President of the Fresno City Board of Educotion

Florence C. Porter
Executive Secretary-Treasurer
California School Trustees Association
Eight years Secretary of the Bakersfield Board of Education, four years member of the State Board of Education, seven years Secretary of the C.S.T.A.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

DECEMBER 31, 1937; NEW YORK CITY, the second largest city in the world; a rainy, sleety night; seven million and more persons awake to the coming of the New Year. It came in with a roar and was greeted with the cacophonic toot of tin horns, thousands upon thousands of them; a noisy throng, swarming the streets as the locusts of Canaan innumerable, every man to his own pleasure to the size of his pocket-book, fifteen dollars per person at the Waldorf-Astoria and the International Casino, five cents for a cup of coffee at the Automat; fifteen dollars for an orchid upon Park Avenue, ten cents for a gardenia upon Seventh Avenue; soda water to champagne; crazy schoolboys cavorting to the madness and intoxication of mere sound; policemen, thirteen hundred of them, patiently standing in the wet directing the mobs in the Times Square area, fronting The Cotton Club on 48th Street, a lined-up squad of twenty mounted policemen waiting patiently for a riot that never occurred; the huge circle of the lighted clock on top of the Paramount Theatre Building with its illuminated hands creeping toward the midnight hour; Wells Fargo, the moving picture, its gleaming sign across from the Wrigley gum display, the largest colored outdoor sign of the country; at 46th and Seventh Avenue the sparkle of the Sunkist sign of California oranges and lemons; signs of whiskeys, beers, automobiles, hotels, peanuts—all in the glowing lights of scattered snowflakes; the cessation of rain as midnight neared, sloppiness underfoot, women in evening gowns and gorgeous slippers tripping through the muck indifferent to pneumonia; pushing gangs of merrymakers; noise, more noise, and then again more clangor; the midnight hour—the ball of fire drops from the Times Square Building, the steamboat whistles on the foggy Hudson boom, the searchlight at 42nd Street makes night into day, the multitudes waver and wander into the eating spots for a nip and a bit, or a sip and then another, or slink into the gaps that lead to the subways—and another year is on its way.

NEW YORK CITY has just inaugurated a system for taking voice recordings of its applicants for teaching licenses in the city schools. In the first test twenty-two candidates for positions in foreign languages spoke ten minutes before the machines, which recorded their voices on film in a process similar to that used for motion pictures. The films will be "played back" for the examiners grading the applicants, and then will be stored for future reference in event of appeals against the decisions of the board.

DEAN WILLIAM F. RUSSELL of Teachers College, Columbia University, in his last annual report has made some pertinent remarks as to what effect the words of the so-called "frontier"—Left Wing—professors of his own faculty tended to have upon the students within their influence. Dean Russell writes, "Instead of reiterating the cry that the schools should help build the new social order, so-called 'frontier'—Left Wing—professors should stop to consider where their academic battle-cry is likely to lead. Unless they can translate their ideas into a genuine educational program, radical educators will continue merely to incite their students to 'activities of force.' Zealous for social reform, but ignorant of how to effect it through education, the students are tempted at present to resort to picketing, lecturing on soap boxes, encouraging strikers, circulating pamphlets and petitions, and engaging in general protest and boycott, since these activities require neither practice nor training nor skill. He challenged the 'frontier thinkers' to draw up detailed plans for putting their concepts and theories into practice by means of education. Once drawn up, these plans can be tested at such institutions as the Lincoln School, the Speyer School and the Horace Mann School, which are maintained by Teachers College for experimental purposes." If this is done, the Dean continues, "We may then expect that our students, prospective teachers, will see step by step, bit by bit, what to do at the start, what to watch by the way, what to develop, what to teach, and thus be enabled to translate their spirit of social service and patriotism into the activities of education rather than into picketing, striking, union organization, pamphleting and petitioning—the activities of force that have always failed, and, I think, always will fail." The Dean adds that in the past social reformers have generally relied more upon force than upon education and he suggests this as the reason why, "after three centuries of effort, there are pirates on the Mediterranean, women and children massacred in Madrid and Shanghai, pogroms, censorship, concentration camps, planned economies, tariff barriers, business depressions and unemployment." Dean Russell emphasizes that it is the aim of Teachers College to see that all points of view are represented. "Whenever any one position comes to dominate," he said, "I have followed the policy of the dean emeritus, which was to invite new professors holding opposite or divergent views."

RECENT COURT DECISIONS in Pennsylvania uphold the right of a pupil to refuse to salute the flag because of religious scruples. Another decision within the same week in New York State denied the right of a pupil to refuse to salute the flag on account of religious scruples. The New York decision refers to a section of the New York education law requiring the Education Commissioner to prepare a program for tribute to the flag in public schools. Accordingly the Commissioner of Education has prepared a program including a form of salute to the flag. This is a statutory provision and pupils are required to comply with its terms. It is in the same category as the law requiring vaccination of pupils.

DR. EDWIN A. LEE, Director, National Occupational Conference, former Superintendent of Schools of San Francisco and before that Professor of Vocational Subjects at the University of California, headed up the recent National Conference of the American Vocational Association at Baltimore. Reports at this meeting were given of the advances made in vocational guidance problems throughout the country. Results of a survey by thirteen city superintendents of vocational conditions and solutions found in a visit to cities in eight Mid-Western and Eastern cities this last May (a visit made possible by the National Occupational Conference through a special grant from the Carnegie Corporation of New York) were shown by outlining vocational guidance practices that had already been put into operation. The gist of this program lies in the adjustment of each individual pupil to his personal vocational aptitudes or desires. Or as Dr. Lee writes, it plans to provide "Occupational guidance and counseling for every pupil of secondary school age; occupational training in school or on the job, or through supervised apprenticeship, and placement in employment, with follow-up contacts to see that the young worker is in the occupation to which his abilities are best suited." Emphasis is also placed upon the developing of well-adjusted personalities among the pupils being trained for jobs. The ability to co-operate with others is being stressed. In "personality classes" patience, tolerance, sympathetic understanding, courtesy, honesty, sportsmanship are emphasized. Pupils are taught how to behave as a gentleman or a lady. Pupils are taught how to sit at table, how to apply for a job, how to dress neatly, how to impress others.

THE GEORGE PEPPERDINE COLLEGE opened its doors for the first time last September upon a thirty-four acre tract at South Vermont and Seventy-ninth Streets, Los Angeles. This is the first time in several decades that upon the West Coast a new Liberal Arts College has been established. This college is a

standard four-year college of liberal arts, business administration, commercial school work, home economics, pre-medical, pre-law, pre-engineering and Bible courses. It is co-educational. While the Christian influence is to be strongly accentuated, the college will not be affiliated with any particular denomination.

The George Pepperdine College was established by the George Pepperdine Foundation, a non-profit corporation organized several years ago by Mr. George Pepperdine for educational, charitable, and religious work. It has a $1,000,000 endowment.

Final plans call for ten buildings upon the thirty-four acre campus, which when completed will represent a cost of some $600,000 for land, buildings and equipment. Four of the ten buildings were occupied upon the opening of the new college and included the administration building, library and a dormitory. The rest of the buildings are to be constructed as needed.

Bastell Baxter is the president of the new institution. Dr. Baxter was formerly president of Abilene Christian College, Abilene, Texas, and comes to his new position from the vice-presidency of the David Lipscomb College, Nashville, Tennessee. Hugh M. Tiner, a supervisor under A. R. Clifton, Superintendent of the Los Angeles County schools, has been made the dean of the new college. Instructors and heads of departments have been secured from nine outstanding colleges and universities of the country.

The first enrollment numbered several hundred students. The plant at capacity could handle an enrollment of 2,000.

The organizers and trustees number in their ranks George Pepperdine of the Western Auto Supply Company; Clarence Shattuck of the National Cash Register Company; A. J. Dumm, business manager of the foundation and formerly officer of the Federal Reserve Bank; Donald V. Miller of the Security-First National Bank of Pasadena and Dean Hugh M. Tiner.

Mr. George Pepperdine is the founder of the Western Auto Supply in the middle west. A score of years ago on account of ill health he sold out his interests and came to California. Later he reentered the field he had relinquished and extended his chain of stores throughout the coast states.

CHARLES E. TEACH, Superintendent of Schools, San Luis Obispo, California, last year accepted for the Board of Education one of the finest equipped gymnasiums in the State for the high school and junior college. This gymnasium is the completion of a unit started in 1927 when boys' and girls' shower rooms were erected on both sides of the space reserved for a gymnasium building. This new building was constructed at a cost of $60,000. It has a floor 70 by 120 feet, marked off into two basket ball courts. Maple flooring is used throughout the building. The floor can be divided for co-educational use. At each end of the structure are balcony rooms to be used for advanced physical education classes or for corrective work. Later, the rear of the gymnasium is to open upon two sun porches with violet ray glass. The gymnasium has been provided with the finest of gymnasium apparatus of the latest type. This was bought out of regular tax money and a $20,000 Federal grant. The floor is lighted by the most modern equipment. A combination of Mercury and Mazda lights is used, which for basketball purposes is claimed to be better than daylight. The building is of reinforced concrete with stucco exterior. A tiled roof sets off the building, which is adjacent to a turfed football field.

The San Luis Obispo schools are now operating without a vacant classroom. The city's enrollment is the largest in the city's history. If the growth continues new buildings will have to be added. Seventeen hundred and eighty-six persons are now in various schools of the city. Ninety-three teachers are employed by the system. The junior college has increased from 40 students last year to 121 students this fall. Eighteen new teachers were added last year as replacements and additions to the faculty.

IN THE FIELD of radio education, the Board of Education of Chicago recently has made a most significant step in establishing a school radio bureau. Harold W. Kent has been appointed director of the bureau. Commencing February 10 radio broadcasts will carry dramatizations of current news events into the classrooms of the social science classes of the seventh, eighth and ninth grades. The importance of the event lies in the fact that the broadcasts will be prepared by Mr. Kent assisted by five teachers, three from high schools and two from elementary schools, aided by two junior clerks, as a regular part of the curriculum, and the broadcasts will not be dependent upon a commercial sponsor, as has been the case generally in the past. The broadcasts are to occur once a week. The radio presentations will be based upon some current news event as a peg, then will flash back to whatever historical facts are necessary to develop the lesson taken as the objective of the broadcast.

FRANCIS J. BATCHELDER, of 766 Clarke Place, Orange, N. J., a certified public accountant with offices at 11 Park Place, New York City, died this past December at the home of friends at Blawenburn, near Princeton, N. J. He was sixty-three years old, a native of New York, and was the first student enrolled and first graduated from Stanford University.

GENERAL JOHN CHARLES FREMONT, Republican candidate for President in 1856, whose explorations and activities in California had such a great part in the events that led to the Bear Flag Revolt and the coming of California into the Union, was in the news the other day. Two historic cannons were stolen from his grave at Rockland Cemetery at Sparkhill, N. Y., presumably by scrap iron thieves.

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CONSERVATION--ITS IMPLICATION FOR OUR CIVILIZATION

By WALTER F. DEXTER
Superintendent of Public Instruction, California

During the past fifty years, America has been building a great industrial civilization through the exploitation of nature's lavish gifts to man—her natural resources. Even without waste, the development of a great civilization would affect the forests, the streams, and the land upon which it was established because the balance of nature would be disturbed and subsequent adjustments would be made necessary. But America has been guilty of wasting her riches as her development progressed. Crop lands, forests, wild life, and minerals have been wasted. Ignorance, indifference, and greed have devastated the natural resources of the country almost beyond belief. The resulting problems are overwhelming. Immediate action to preserve and restore nature's balance must be taken if an abundant life is to be possible for those who inhabit our land now as well as future generations.

It is heartening to know that America is now thoroughly aroused to the emergency of the situation. It is rarely possible for a citizen of these United States today to listen to the radio, read newspapers, magazines, books, or pamphlets without an awareness of the nation's activity relative to the host of urgent problems connected with conservation. "The dust bowl," "floods," "drought," "abandoned farms," "migration," "relief," convey ideas that are inextricably interwoven with conservation issues before the nation at the present time.

Forest conservation has long been a governmental activity. Preservation of water and soil is part and parcel of the federal program. Enormous projects to reclaim land, conserve water, power, and oil, control floods and conserve mineral and oil supplies are familiar to all.

State governments, too, have been active. California has many agencies at work and many projects under way in the field of conservation. Legislators have been wise in setting up the necessary machinery to make possible the preservation of our animal and bird life, forests, beaches, parks, fish, wild flowers, farms, mines, and other phases of California's rich heritage.

The government, however, either federal or state, cannot carry forward such programs alone. Legislation for conservation projects must be accompanied by an effective educational program that will reach and stimulate the entire citizenry. Upon the understanding and cooperation of the nation's people, the preservation of our resources depends.

The schools are the organized agency through which society has always worked for its own advancement. It is fitting that nation and state alike should turn to the public schools in this time of need for concerted and enlightened effort.

The federal government through the Office of Education has inaugurated a promotional program to stimulate interest in this great economic and social problem, and has distributed materials replete with suggestions for school systems on the subject of conservation.

The California Senate, too, recognized the possibilities in educating the public, through the schools, to responsibilities in the field of conservation when it passed Senate Concurrent Resolution No. 43 during the 1937 session. The text of this resolution follows:

WHEREAS, Nature's gifts to the people of California—our animal and bird life, our beaches, parks—the almost countless species of fish in our lakes and streams and the adjacent ocean waters, our wild flowers, farms

Photos by U. S. Forest Service

The Same Forest Area Before and After a Forest Fire. The dust in the right hand picture shows that the burned-over land no longer holds moisture.

and mines and other natural resources comprise our State's greatest heritage; and

WHEREAS, These wonderful natural resources belong to no single generation, regardless of the stage of its social or political or economic development; and

WHEREAS, Future generations are as much entitled to the enjoyment of these gifts of nature as we of today, it becomes our moral duty to preserve and protect the natural resources of the State so that we may pass on to those who come after us the same measure of beauty and value that we ourselves have enjoyed; and

WHEREAS, California's vast timberlands and watersheds, her parks and beaches attract thousands of tourists and nature lovers into our State annually; and

WHEREAS, Our natural resources if protected and not wasted, will for many years to come, supply materials and employment to thousands of our citizens and make permanent our farms and our industries; and

WHEREAS, Ignorance and abuse and unwise use threaten the extinction of some of our most valuable resources, thus endangering the future welfare of the State; and

WHEREAS, If proper information on how to protect and enhance our natural resources was disseminated among the people, particularly if the youth is properly educated to the need of conserving and propagating our natural resources the future well-being of the State will be assured; and

WHEREAS, Several of our State departments have in their records and reports much valuable information, which if properly disseminated would be of great value to the public, especially if this information were made available for use in our schools, therefore be it

Resolved, by the Senate with the Assembly concurring, That the Governor be, and he is hereby requested, to appoint a committee, to be known as the California State Conservation Committee, to be composed of the State Superintendent of Public Instruction, the Director of Natural Resources, the President of the Fish and Game Commission, the Director of Agriculture, the Director of Public Works and the Chairman of the State Planning Board, who shall use such facilities of their respective departments which may properly be used for the purpose of compiling and disseminating data and information dealing with conservation to the end that such data and information shall be usable in our schools and available to the general public.

It is plain that education offers the surest, if not the only permanent solution, to the conservation problem. It is the youth of today who will shape the policies of the future. The issues involved are not of the present only. They are concerned at least equally with the future. The national wealth belongs to all the people. For too many years it has been exploited, wasted, and mismanaged. Every agency of government must enlist its services to prevent the continuance of such a policy. A sound constructive program of conservation in the public schools will do much to make possible an informed, thoughtful, and aggressive citizenry devoted to a nation wide program of conservation and an intelligent use of America's resources.

The schools of California will eagerly accept the challenge in so vital a problem. They are already carrying on programs of conservation through the study of science and in the social studies, but as this topic looms large as an urgent social and economic issue, its further and more intensive emphasis in all curricula has tremendous justification.

Here is an unprecedented opportunity for the schools to make a practical application of thoroughgoing cooperation which is so basic in our modern philosophy of education. The government's program in the Tennessee Valley is showing how men can be benefited when they cooperate with nature and with one another. The conservation program of the Forest Service which has been augmented by the Civilian Conservation Corps and promoted by non-governmental agencies such as Boy Scouts, Future Farmers of America, 4-H Clubs, Girl Scouts, and Camp Fire Girls, have made their influence felt in far-reaching endeavors to protect and conserve life, property, and natural resources. Cooperation and long time planning are essential elements in this program.

FOURTH ANNUAL CONSERVATION WEEK IN CALIFORNIA

MARCH 7 - 14, 1938

March 7, Monday—"California Conservation, Bird and Arbor Day"—Luther Burbank's Birthday.

March 8, Tuesday—Conserving Soil and Water Resources—Work of Public Agencies and Individuals.

March 9, Wednesday—Preservation of Native Flora—Trees, Shrubs and Wild Flowers—Official and Organization Activities.

March 10, Thursday—Fire Prevention Everywhere—Forests, Farms and Towns.

March 11, Friday—Conservation of Wild Life—Birds, Fish, Game and Shore Life.

March 12, Saturday—Conservation in Parks and Recreation Areas, Beach Preservation, Improvement of Roadsides.

March 13, Sunday—"Man and Nature—What Conservation of Natural Resources Means to the Community."

March 14, Monday—Beautification of Home and School Grounds.

The *First National Wild Life Restoration Week* will be observed beginning March 20.

The youth of our nation can understand many of the facts about conservation and there are countless ways in which they can participate to further a campaign to save our heritage. It is estimated by those who have made a study of this feature of nature's handiwork that it required from 400 to 1,000 years for nature to build a single inch of top soil. The tragic loss can be sensed by children who have seen fertile soil from hills and slopes in their own neighborhood carried downstream after a storm. The disappearance of certain species of birds or animals from an area, exhausted stores of ore that nature required thousands of years to produce, or the disappearance of our once magnificent forests are dramatic and objective evidences of this great problem well within the experience and understanding of children. In almost every neighborhood in California there are tragically significant examples of the ravages of waste.

It is essential that the whole picture of the waste that has gone on in our nation be understood. The youth of the land must come to realize that it is not only forests, grasslands, topsoil, water, and minerals with which a great civilization is concerned, but with human resources as well. And this latter is the most important of our considerations. Unemployed men mean wasted labor just as surely as unused water power means wasted power. Statistics tell us that half of our population is not adequately housed, two-thirds of our people do not have the food necessary to promote health and growth, and that whole communities of people are insufficiently clad. Yet our mines and factories and farms are producing only one-half to four-fifths of the goods of which they are capable. "Want in the midst of plenty—this is a waste which is tragic and inexcusable." Better cooperation and better planning of all the agencies available to society are necessary if this waste is to be turned into capacity production.

America's boys and girls must know that it is possible to pass on to the coming generations an even richer continent if long-time, intelligent planning is done by socially conscious, well informed, and active citizens motivated by a real concern for the general welfare and filled with an abiding recognition of their responsibilities as trusted guardians of our civilization.

USEFUL STATE, FEDERAL AND OTHER PUBLICATIONS ON GAME BIRDS

Bade, August. *Artificial Methods of Propagating Game Birds.* Reprint from *California Fish and Game.* Vol. 18, No. 2, April 1932. Sacramento: Department of Natural Resources, Division of Fish and Game.

Describes conditions and equipment necessary for amateur breeding and raising of game birds.

Bade, August. *Feeding Young Pheasants and Quail.* Department of Natural Resources, Division of Fish and Game. Leaflet No. 7, April 1, 1933. Sacramento: California Department of Natural Resources, Division of Fish and Game.

Bade, August. *Game Bird Farming.* Department of Natural Resources, Division of Fish and Game. Leaflet No. 4. March 15, 1932. Sacramento: California Department of Natural Resources, Division of Fish and Game.

Local Bird Refuges. United States Department of Agriculture. Farmers' Bulletin No. 1644, March, 1931. Washington: U. S. Government Printing Office.

How communities may develop local sanctuaries.

Propagation of Upland Game Birds. United States Department of Agriculture. Farmers' Bulletin No. 1613, January, 1930. Washington: U. S. Government Printing Office.

Concise, well illustrated presentation of breeding and care of game birds.

Upland Game Propagation. East Alton, Illinois: Western Cartridge Company and others, 1937.

Detailed description of methods of propagation of quail, chukar partridge, and pheasant, including photographs and drawings of pens, coops, runways, brooders, and equipment.

Upland Game Restoration. East Alton, Illinois: Western Cartridge Company; and New Haven, Connecticut: Winchester Arms Company, 1936.

Discusses why game restoration is necessary, improving game areas, and agencies destructive to game birds.

CONSERVATION ACTIVITIES IN THE SCHOOLS

AN EXPERIMENT IN WILD LIFE CONSERVATION

No experience in conservation could be more realistic than one reported by Mr. Fred G. McCombs, Sixth Grade Teacher, Corning Elementary School, in which conservation of our rapidly disappearing resources of wild life formed the center of interest. Instead of a textbook lesson deploring the disappearance of native birds, this group of forty-three boys and girls, following the advice of conservation experts, began an experiment in artificial propagation, "helping nature with her work in a scientific and businesslike way."

The children built four rearing pens equipped with automatic watering troughs. In order to supply green feed, grain and grass seeds were planted and an automatic sprinkling system was installed. Government bulletins were consulted for specifications, plans were drawn to scale, the costs of materials were figured. Genuine problems in percentage were encountered in figuring discounts.

Letters were written enlisting the cooperation of the superintendent of the state game farm. The superintendent agreed to supply the children with necessary blue prints to guide them in constructing their pens and with eggs for hatching. The superintendent also wrote that they could use "the domestic hen as a foster mother or an artificial incubator and brooder." The children chose to use bantam brood hens to hatch the sixty valley quail and ring-necked pheasant eggs finally supplied by the superintendent of the state game farm. Reports were written by the children covering the work done, daily records were kept of the progress of the enterprise. Many scientific words were added to the children's vocabularies as they read with genuine interest the letters and bulletins they received in response to their requests.

Interesting first-hand experiences developed in connection with the study. Game wardens and forest rangers were invited to talk to the children about game laws and forest conservation. Visits were made by the children to a state fish hatchery to observe how the government is helping nature to supply sport for thousands of fishermen who yearly seek the beautiful mountain streams and lakes in search of recreation. The state game farm was visited and again the children were impressed by the scientific care given by their government to the preservation and propagation of wild game birds.

The lessons learned in the field of biological science were of far reaching importance. The relation of scientific feeding to the well being of the birds was constantly being demonstrated before their eyes. The fact that cleanliness is as necessary for animal welfare as it is for the welfare of man was impressed upon these young conservationists. Their comparisons of game life in California with other sections of the country and other lands extended their understanding of the influence of climate on wild life.

Fred G. McCombs, Teacher of Sixth Grade, Corning Elementary School, guided the game conservation study

The children came to appreciate the services of the state and federal governments by using the practical materials made available free or at nominal cost by these agencies.

One characteristic of good citizenship is respect for law. The children participating in this enterprise grew in an enlightened citizenship as they saw the necessity for protection of forests as the natural habitat of wild life; they came to understand the necessity for rigid enforcement of game laws; they came to see how government in a democracy operates for the welfare of all its members, and in their enthusiasm for such a government they wished to be a functioning part of its activities.

"TO LEAVE OUR COUNTRY BETTER THAN WE FOUND IT"

This Athenian oath was a serious consideration with the children in the Portola School in San Mateo County during a study of natural resources. The question of soil conservation was of special interest in this farming area. These boys and girls were intimately acquainted with the influence of soil upon crops. They knew that farmers in their neighborhood who practiced conservation measures had more abundant and successful years than their neighbors who were not so concerned. They saw evidences of the damage done by wind and rain in unprotected areas. Most of the little group in this one-teacher school were members of land owning families who would have permanent residence in the area. These were meaningful problems to them. Their future happiness and prosperity depended on the mastery of their environment.

Experiments with soil were carried on in the classroom and on the school grounds. Soil from various areas was tested, its water holding power determined, etc. The action of frost, earthworms, roots, and water on soil was observed. Excursions were taken into the neighborhood to see hillsides covered with grass, orchards with cover crops, highway plantings, and to discuss with farmers the possibilities of crop rotation.

The whole neighborhood became interested and parents contributed much to the success of the enterprises.

The responsibility of citizens for the care of soil, forests, water, and other natural resources became a personal one in the lives of these children. The slogan "To leave our

The Children Were Proud to be the First to Enlist for the Work

Constructing the Breeding Pens for the Quail and Pheasants

country better than we found it" reached every home through newspapers, booklets, and discussions.

EROSION, THE INVADER

In *Soil, Its Use and Conservation,* the September, 1937 issue of *Science Guide for Elementary Schools,* an interesting curriculum unit is reported. Corralitos School is a four-teacher school in Santa Cruz County. A federal soil conservation project was under way in the immediate environment, which made the development of the unit most timely and meaningful to the children. Mrs. Elma Bradley, Principal, and Cecil Rhodes, teacher, cooperated in guiding the activities of the seventh and eighth grade children.

Class discussion one day centered around the rapid decline of Spain after the defeat of her Armada. In searching for causes of Spain's decline, it was found that large areas had been deforested to provide lumber for ships and that soil erosion of a most serious nature had occurred. The decline of other nations was also discussed and it was found that both Italy and China had suffered from disastrous soil erosion. The floods and famines of China were appalling to the children, particularly as they saw their relationship to failure to conserve the top soil.

Naturally enough, with the Soil Conservation Service actually at work in the district, the question was raised concerning how the local problem of erosion compared with that of foreign countries. The consensus was that it could not be "that bad in our district" but the children decided to study the work being done and find out for themselves.

A great variety of enterprises developed. The children read everything they could find in textbooks, magazines, daily newspapers, and government bulletins. The Soil Conservation Service contributed much material. The county librarian watched current issues of magazines for appropriate articles. The farm adviser loaned clippings and bulletins from his office. Some of the material was difficult for the children, but the urge to secure information motivated greater effort to understand materials.

Many collections were made. The kinds of soil in Santa Cruz County were collected and labeled. Clippings were collected from local newspapers showing the progress of the soil conservation project. Pictures from discarded magazines, rotogravure sections of newspapers, and other sources were collected and mounted in a scrapbook.

Excursions were made to the Corralitos project in which the government engineer served as guide. The children saw the effects of erosion on a slope planted to grain and on one planted to apples. They learned about the construction of dams and ditches; they saw countless willow shoots planted in the gullies above the dams. They saw the costly effects of erosion on the highway. A moving picture was made of the project which was of such interest that it was shown at the school trustees' convention. Farmers in the area who had given little consideration to the problem of soil conservation became interested because of the activities of the children.

Experiments were carried on to determine the composition of soil, the different types of soil, the porosity of soil, the capillary rise of water in soils, the shrinkage of clay upon drying, the effect upon structure of adding organic matter to soil, the effect of cultivation and mulching upon water retaining power of soil, how water erodes soil and the relationship between root hairs and soil particles.

Soil Conservation Service—Good Land on the Road to Destruction

Drawings and sketches were made of the topography showing erosion in different types of situations. Relief maps were made of the Corralitos Basin. A map of California showed areas which have suffered from erosion. A map of the United States showed where the major erosion control projects were in process.

Local speakers were invited to discuss various aspects of conservation. As Conservation Week approached, the children decided to invite the parents to come to school to share the results of their study. Through talks, demonstration of experiments, exhibit of maps and collections, and an original play, *How the Farm was Saved,* the children made a genuine contribution to public understanding of an urgent conservation problem upon which the entire future of the community depends.

SUPERVISORS DISCUSS PROBLEMS OF FOREIGN LANGUAGE GROUPS

The southern section of the California Supervisors' Association met in Santa Monica, California, on December 4th. "The Education of Foreign Language Groups in the Public Schools" was the topic of consideration for the day.

The morning was given over to demonstration work in the Garfield Elementary School where a two hour school day was in operation. The five year olds, enjoying block building as an integrating activity for young children, created structures of many types with the thousand blocks at their disposal. The six year olds did likewise with another set of blocks. During this work the children were held to high standards of behavior and cooperation. An important feature was the careful checking on the accuracy of the children's thinking so that the boy or the girl who built in careless fashion came to see that he had failed to solve his problem thoughtfully.

The third group were reproducing a dairy to use in their dramatic play. The fourth group had built the setting for an early California rancho, and fiesta scene. The fifth group, studying lumber, were painting many scenes of that interesting industry.

The sixth group were making airplanes. A part of the time the boys in this group devoted to the shop where they were making articles for use in home and school. Homemaking activities for the girls of this group included making dresses and aprons. and the preparation and serving of a luncheon.

In all this work, the children were learning to converse about real things and processes in their environment. Better still they were deriving the satisfactions that go with success in achievement in a work in which they can succeed and in a type of activity which is important for all types of children.

At the luncheon session, Miss Helen Heffernan, Chief of the Division of Elementary Education and Rural Schools, presided. Miss Heffernan acknowledged fostering the idea of the Santa Monica meeting, but gave credit for its successful planning to Dr. Percy R. Davis. Superintendent of Santa Monica Schools and to Miss Ethel I. Salisbury, Educational Consultant.

As luncheon speaker Miss Heffernan introduced Dr. Davis, who spoke on "The Education of Foreign Language Groups." Dr. Davis declared that the education of foreign children while following a pattern of common needs and problems, yet presents a challenge because of differing background and environment. Poverty, in economic situation, health, intellect and culture, as well as language handicap should be of first consideration in building for success. Society must be exhorted to improve housing, increase recreation and health services and provide supervision for home adult training.

The school should constantly work toward a better understanding of home conditions. The same enriched educational program should be provided for foreign groups but with increasing emphasis on health, home problems, recreation and socialization, written and spoken language, good reading, music and art. Such experiences as will tend to raise the moral, ethical and cultural standards should be a part of the daily program. Working out such a program requires time and patience but the study of this problem is a worthwhile and valuable contribution not only to the community but to the national welfare.

Following the address, Miss Heffernan led the group in a most interesting two-hour period of discussion. Each teacher from the Garfield School was presented and encouraged to make a short statement of the work of her group. Miss Heffernan with her usual ability, steered the course from group to group through such questions as "What is the educational contribution of creative rhythmic activities?" "Can the three R's be taught through Dramatic Play?" "Should not cooking and shop work be a part of the daily program?" "What can be learned through free block play?" "How much does such equipment cost?"

Just about the time the discussion waxed interesting, the leader in her adept way, changed to the next demonstrated activity for an educational forum, she smilingly reminded them, was to "get all the questions raised, not answered."

More than two hundred persons were in attendance, the territory from San Diego to Sacramento being represented. Mrs. Gladys L. Potter and Mrs. Lillian B. Hill, with Miss Heffernan, represented the State Department.

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

Editor's Note: Following is the second and concluding installment of the paper given by Miss Hitt at the Annual Conference of City, County and District Superintendents and Supervisors and Directors of Instruction held in San Francisco in October. The first installment was printed in this department in December. The two articles should be read consecutively in order to have a full understanding of the points covered.

PROBLEM OF PROVIDING ADEQUATE SUPPLEMENTARY INSTRUCTIONAL MATERIALS IN RURAL SCHOOLS: BOOKS

By ELEANOR HITT, *Assistant State Librarian, California State Library*

Overhead Expense

We have spoken of the advantages of a large central collection of books from which the individual school libraries can obtain a variety of material. We must keep in mind that these advantages carry with them the necessity for expenditure in personnel, housing, transportation and supplies.

This problem of overhead expense is summed up by Miss Helen Heffernan and Mrs. Gladys Potter, authors of a State Department of Education Bulletin entitled *Selection and Distribution of Supplementary and Library Books in California Counties.* The material in this bulletin is based on data obtained by the State Library from the county libraries in 1934. These data showed, among other things, that the amount of money budgeted for school library purposes had decreased during the preceding four years and that the percentage of school library funds used by county libraries for overhead expenses of their school departments ranged from 0 to 50%. Let me quote a few paragraphs from the section devoted to the problem of overhead expense:

"The overhead or operating expenses of a county library would include such items as transportation of books, salaries of employees, costs of repairing books, rent of building, and so forth. These expenses of the county library have not decreased in the past four years so the lesser amount budgeted by the school districts will give an equal amount of library materials. Quite the contrary is true. Modern education is based upon a consideration of individual differences. Meeting these individual needs in textbook and supplementary books entails painstaking, highly specialized work on the part of the county librarian's staff in charge of school service. It means a more rapid circulation of books, it means many special requests to meet particular problems. The money allocated for expense must finance the painstaking service requested by teachers. At the time that school service became a part of the county library system the overhead expenses to cover the salaries of trained and untrained librarians, and transportation charges, were paid from the general county library funds. For 15 years the county libraries carried the entire burden of this overhead for school library service. This was unsound business procedure but county library service was a pioneer movement and no precedents had been established upon which to base practice. The instructional materials required were much simpler when county library service to schools began in 1911-12. The educational system today is extremely comprehensive and the enlarged educational program can be carried out satisfactorily only if teachers are to receive the service required. A larger and better trained staff became necessary in many libraries to meet the demands from the schools. Other expenses increased accordingly and the need for having the school library department bear its share of the overhead expense became imperative." After analyzing the amounts spent by the county libraries, the authors go on to say, "There should be a thorough understanding on the part of county school departments and county librarians relative to the problems involved in overhead expenditures. Overhead expenses are without doubt a legitimate charge against the school department of the county library and the amount of overhead charged should be determined on the basis of actual costs computed by sound methods of cost accounting."

Cooperation of Rural Supervisors

It is undoubtedly the responsibility of the county librarian to keep the overhead expense as low as is consistent with satisfactory service, to organize the library personnel and to determine library practices to this end. There are many ways in which rural supervisors as well as teachers and principals can be of real help in keeping overhead expense at the minimum. A number of suggestions are made in the bulletin from which I have quoted.

Much of the difficulty in securing sufficient funds for school library purposes comes I believe from the fact that the trustees, who make the budget, and the county superintendent who advises them, are not engaged in actual instruction and so have not the keen realization of the need of supplementary reading and the real handicap of its lack that closer contact with the class room brings. Teachers and rural supervisors whose work is directly affected have not only the responsibility but also the opportunity to color the thinking of trustees and superintendents in this particular financial matter.

Duplication of Books and Service

Another problem to which both librarians and educators must give serious thought is that of duplication of books and of service in school and community agencies. More and more, whether we like it or not, school libraries are in their adjustment to new educational philosophy inevitably providing the recreational reading and the library experience formerly considered prerogative functions of the public library. In the county library relation to schools in California there are, to my mind, two possible lines of development. It may be that as greater funds for library purposes in the schools become absolutely essential, the county schools will prefer to establish their own library systems. These might have more or less permanent and independent libraries in the larger schools and a central library for the small schools similar to the school department of a county library. We find, incidentally, that large school districts especially are willing to spend more money for their libraries when they are to have control of its expenditure than when it is to become part of a fund that is under the jurisdiction of another body. I suppose this is a perfectly natural demonstration of human nature. If the schools do establish their own system they will undoubtedly be duplicating much of the work with children now carried on through the community agencies of the county library. This duplication will be just as pressing a problem if development continues along the present line of cooperation of the schools with the county libraries. If overlapping of materials and functions is to be avoided the county libraries may concentrate their work with children in the school field and confine their community agencies chiefly to work with adults. The existence of unionized schools with busses carrying the children to their rural homes as soon as their classes are over has already forced the issue in many places. The original introduction of the reading table books I referred to was really to meet the situation caused by the actual lack of opportunity of the children to go to the community branches and stations for recreational reading. We must remember, too, that children who travel up to fifty miles a day in going to and from school have little nervous energy left for extra curricular activity.

Possibility of Separate County School Library Systems

To go back to the other possible future development: if the school libraries should withdraw from the county libraries, securing necessary legislation for the establishment of independent systems, the county libraries may eventually leave the great bulk of the work with children to the schools. Personally I view this possibility with no particular alarm. There are some practical obstacles, of course, chief of which is the matter of vacation periods.

The vital point is that before any such radical change is made, the school authorities realize just what is involved and consider carefully whether or not they are willing and able to assume this extra responsibility. A few instances of ill considered action have shown us the possibility of the present system being disrupted before the schools are ready to replace it and about that we should all feel great concern. From being deeply imbued with the idea that unless the public library habit is established in childhood potential adult users of public libraries will be lost, many librarians have come to the belief that if children become readers they will when their school days are over make persistent effort to find books to read and the inevitable place to do this is the public library. If, as seems entirely possible, the schools have a better opportunity to make readers of our children than we have there is surely nothing fundamentally harmful in concentrating that responsibility in school libraries. That is, providing, of course, that the schools are ready to provide desirable library conditions and professional library personnel. In as much as librarianship has progressed as rapidly and as far professionally in the school as in the public library field, I believe we can safely assume that this responsibility might in some future development be met conscientiously and successfully.

Schools Without County Library Service

All that we have said so far has applied to the problem of supplying adequate supplementary instructional material to schools that belong to county library systems. This

includes practically all small schools in the forty-five county libraries whose school work is organized. It is encouraging to note that in those outside of county library systems, conditions have also improved greatly in the last five years. This is due partly to the influence of the county library because teachers moving from schools with county library service to those without have made strenuous efforts to improve library facilities. The new type of instruction also with its absolute demands for more supplementary material has made the library a necessity. Rural supervisors, too, in these counties without county library service have devoted time and effective effort to the improvement of school library conditions.

Library Problems of the Large School

County library service is not confined to small schools although the original plan of service, while it made no legal restrictions, was really formulated for the benefit of the small isolated schools with funds too small to be effective when used separately. Large schools, whether within or without county library systems, have quite different conditions both financial and physical, and for this reason they constitute a problem in themselves. The necessity for affiliating with some larger unit of library service does not apply with equal force to a school with thirty teachers and a library fund of a thousand dollars, say, and to one with two teachers and a hundred dollar fund. I think all the county librarians would agree with me that most of the dissatisfaction with service on the part of both teachers and librarians has been caused by problems connected with the large schools.

Factors in Effective Library Program in the Large Schools

The belief that something more than a collection of books is needed to supplement instruction is growing apace and is resulting in the establishment of central libraries in large schools which, when properly organized, give the children real library experience. There is no fundamental reason why this cannot be accomplished in a school belonging to a county library. In fact, however, it seldom is and the reason is this: proper equipment and housing, a trained teacher-librarian and a sufficient number of books require more money than the schools are willing to pass over to another agency to administer. Since this is true and inasmuch as the thing we are all interested in achieving is the most effective library service regardless of who is responsible, it would seem advantageous for large schools to maintain libraries outside of the county library system. Unfortunately, however, we know many examples of schools that have withdrawn from county libraries spending several times as much money as they budgeted when they were in the systems, and yet achieving no better results. We cannot emphasize too strongly that successful library service, especially in large schools, is impossible without the understanding and cooperation of school administrators. A school library with the best possible equipment and personnel is of no value unless ways and means for its actual use by the children are provided by those in authority. Educators who are engaged in teaching and supervision enjoy the confidence of those who are administrators and have better opportunity than librarians to influence administrators to provide favorable library conditions and establish the necessary practices for its use. We dare hope that the future will find school principals somewhere in their academic training studying school library administration with emphasis on the importance of a properly functioning book and informational service to teachers and pupils and the costs involved in maintaining such a service.

Problem of Book Selection

The selection of supplementary books involves many problems both quantitative and qualitative. These have been set forth in some detail in Part II of the State Department Bulletin we have already called to your attention. This section deals with the responsibilities in book selection which fall upon county boards of education, rural supervisors, and county librarians. It contains valuable suggestions and specific outlines for long time planning in the adoption of supplementary texts and other library books.

Necessity for Mutual Understanding

The point that I hope has been emphasized is that no one person or agency alone can successfully solve this problem of supplying adequate supplementary books in rural schools. Neither can the teachers, the rural supervisors and the county librarians all solve it if they are working at tangents or at cross purposes. Basic understanding of the problem from the others' point of view is essential, but it must be followed by willingness to think questions through together and to make concerted effort to accomplish a purpose that has been agreed upon. These things have been said again and again. They are easy to say but when we are working under pressure, it is far from easy to keep our coworkers informed of our plans, to listen intelligently to their ideas and difficulties, to modify our practices, sometimes even against our own best judgment. The time and energy so spent will, I believe, prove in the long run to be the measure of our success in solving our common problem.

NEWS NOTES

Miss Dorothy Wents was appointed on the 15th of December as county librarian in Solano County to fill the vacancy left by Miss Edith Gantt when she was appointed Public Library Specialist in the federal government service. Miss Wents attended high school and junior college in Fullerton and received an A. B. degree from Pomona College in 1926. After a year of secretarial work she went to Boston, Massachusetts, completing the work for a B. S. degree in Simmons College School of Library Science. Since that time she has been employed in the Orange County Library with the exception of a year during which she was in the children's department of the Library of Hawaii. Since 1933 she has held the position of county librarian in the Orange County Library in Santa Ana. Miss Wents will assume her new office in Fairfield, January 3.

Miss Ethel De Witt, librarian of the Pacific Grove Public Library, has accepted the position of Assistant Librarian in the Sacramento City Library. The vacancy on the Sacramento staff is caused by the resignation of Mrs. Esther Bickmore Clark who is leaving library work. Miss De Witt is a graduate of the University of California School of Librarianship and had experience in the Chico Public Library before she was appointed at Pacific Grove in 1931. Miss De Witt will start work in Sacramento, March 1.

When Miss Edith Gantt left California to be in the new Division of Libraries in Washington, D. C. the other county librarians of the state presented her with the new edition of Audubon's *Birds of America.*

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SCHOOL TRUSTEES DEPARTMENT

FLORENCE C. PORTER
Editor

THE PRESIDENT'S MESSAGE

G. Levin Aynesworth

The former Presidents of our Association have done such fine work in contacting other organizations in the educational world and ingratiating themselves into their favor that I, as the new President, was most graciously received into educational circles. Many opportunities have been accorded me to meet with educators and to discuss mutual problems of an educational character.

The next annual convention will be held in Los Angeles, on September 3-4-5, 1938, at which time we expect to have the largest gathering we have ever had of school trustees. It shall be our object to arrange a program of general interest and profit to members of the Governing Boards. In order that benefits of the convention shall be as widespread as possible, it will be necessary to have representatives from schools in every county in the state and from as large a number of schools in the respective counties as possible. No one ever attends an annual convention without becoming imbued with the need and value of the work of the Association. May I especially appeal to the individual trustees throughout the state to read and follow our Code of Ethics and to do everything reasonably within their power to make the work of the Association an effective interest in building and carrying forward the great public school program of California.

SAFETY EDUCATION

At the 1937 Annual Convention of the California School Trustees Association consideration was given to various types of safety education, and a resolution was passed recommending that California High Schools include a course of study through which students might learn the provisions of the Motor Vehicle Code, receive instruction in the operation of a motor vehicle, and be taught the courtesies of the road. This action may be taken as an indication of the interest of governing boards in the great question of safety, as well as their wish to assist in providing instruction to this end.

It is recognized that the modern school program is sufficiently elastic to meet, in a measure at least, the demands of a changing social order. The vast number of automobile accidents, a large proportion of which are due to recklessness, carelessness, ignorance or "error in judgment" point conclusively to the need of a more adequate training program for new drivers.

Carefully compiled figures kept over a period of years show a steady increase in the *number of accidents* from year to year; yet in the case of children of school age (especially under fifteen years) there is a *noticeable decrease*. This may be attributed to the safety education programs of the schools of the nation. Child accidents can be reduced only if safety programs are also prevention programs—and this also holds true with adults. Individual responsibility must be the goal of all instruction, and if immediate correction of the present chaotic situation is to come about, it may be that the public schools should take the lead. Certainly proper driving instruction may be classed as a practical type of education, both secondary and adult.

Superintendent Virgil E. Dickson of the Berkeley Schools is a firm believer in the value of safety courses in all public schools. He is authority for the statement that at the present time Berkeley High School is giving a great deal of instruction about safety, driving hazards, rules of the road, nature of accidents, etc. The Berkeley Public Schools in cooperation with the Berkeley Police Department, the Traffic Safety Commission and the American Automobile Association, are now engaged in a serious study to see if an experiment in actual driving instruction is feasible with high school classes. Many factors enter into such an experiment and if it is carried forward the findings of the Berkeley administration will be of immense assistance to other schools contemplating such courses.

Interest in the inclusion of motor vehicle instruction courses in regular High School programs is not confined to California. Other states are realizing as we do that the High School is the logical place to offer such instruction. Certainly it is agreed that one of the chief causes of our unprecedented accident record, is the lack of instruction. It is not difficult to believe that proper instruction would be found as valuable, and as acceptable, as other courses offered at the present time.

Dr. H. J. Stack of Teachers College, Columbia University, in a recent publication gives specific suggestions for a High School Safety program. He emphatically states that saving the lives of children and reducing preventable accidents requires the joint effort of Boards of Education, School Administrators, Motor Vehicle Departments, and other agencies; and he also points out the obvious fact that schools could make no greater contribution than to give young people a better preparation for their responsibilities as the future drivers of America.

(Note: The C. S. T. A. will be glad to publish articles from other schools now featuring safety programs.)

1937 ANNUAL YEARBOOK

The annual Yearbook of the Association is now off the press and is offered as a textbook for all governing boards of school districts. A suggested form of "Rules and Regulations" is included, as well as excerpts from the School Code. The text should prove especially valuable to new trustees who may be in some doubt as to their actual responsibilities. It is obtainable from the office of the Secretary in Bakersfield.

LEGISLATIVE COMMITTEE

President G. L. Aynesworth announces the appointment of the following persons to serve during the coming year on the Legislative Committee, under the direction of the Secretary Mrs. Florence Porter, Bakersfield. The committee is composed of two sections, one from the northern part of the state, and the other from southern California. Membership includes:

John J. Allen, Jr., Oakland; Dr. Louise Hector, Berkeley; J. Harold Caulfield, San Francisco; Mrs. Mildred Bevil, Sacramento; Fred W. Heath, So. Pasadena; Mrs. Marion Jones, Burbank; Geo. E. Lindelof, Jr., Hawthorne; and Mrs. Gertrude Rounsaville, Los Angeles.

EXECUTIVE BOARD MEETING

The regular quarterly Board of Directors meeting was held in Los Angeles on December 11th. At this time it was decided to hold the 1938 Annual Convention of the California School Trustees Association in the city of Los Angeles on September 3rd, 4th, and 5th, and tentative plans were made for the three days program. The Board was entertained by the Secondary Principals Association at luncheon at the Wilshire Bowl, other guests being members of various state and community organizations.

COUNTY SUPERINTENDENT'S BREAKFAST

More than thirty County Superintendents were guests of the C. S. T. A. at a breakfast served in the Fairmont Hotel during the recent Superintendents' Convention in San Francisco. John J. Allen, Jr. and Mrs. Florence Porter presided and introduced Mr. G. Levin Aynesworth the new President of the Association. This breakfast, which it is hoped will be an annual affair, was given by Officers of the Trustees' Association as an expression of their appreciation of the fine cooperation which has been shown by County Superintendents to activities of the Association.

NEWS NOTES

APPEARING ON THE PROGRAM of the recent California Teachers Association Conference in Los Angeles, Mr. Eugene Tincher, President of the Long Beach Board of Education, outlined the functions of a governing board as being two-fold: to protect the schools against certain citizen groups and to protect the interests of the public which they represent. A governing board sits in a triangle of responsibility—from the people, to the employees, and for the children, their basic responsibility being to the people in whom is vested supreme power. Mr. Tincher has been a member of the Long Beach Board of Education for some years, and has been actively interested in the rebuilding of schools since the earthquake of 1933.

THE CALIFORNIA TEACHERS ASSOCIATION, Bay Section, held a meeting in San Francisco on December 18th, 1937. Among the guests was G. Levin Aynesworth, President of C. S. T. A., Fresno. Mr. Aynesworth addressed the Council briefly on the work of the Trustees Association, referring to the splendid work of Horace Mann and his constant effort to bring about a finer feeling of friendliness and cooperation between teachers and trustees.

Contra Costa County schools are answering the question in the light of the demands of the local communities. In one area apprenticeship training for a particular industry is being established; in another, techniques and training are afforded those desiring promotions; in all, in varying degrees, an effort is made to fill the avocational need. However, this county like the rest, has no "complete" answer; there is none except as found in each local community.

INVESTMENT DIVIDENDS OF A VISUAL-AUDIO PROGRAM

By Marian Evans, *Director of Visual Education, San Diego City Schools*

Today school trustees are being urged by parents and citizens to invest in a type of visual-audio program which will guarantee education dividends to pupils, parents, and teachers, with special adaptations to each local community.

Educators have received conclusive proof of the value of visual-audio aids in education through scientific tests involving hundreds of thousands of students. Alert parents, through observation of their own children, are consciously aware of the power of the motion picture and radio to influence the lives of boys and girls according to the quality of school and recreational visual-audio experiences presented to them. Therefore, school trustees are no longer asking the question as to why they should invest in a visual education program, but are now concerning themselves with the problem as to *how* they can most economically and efficiently budget for this necessary school expenditure.

How a visual-audio program may be budgeted.

One of the greatest handicaps which has retarded the progress of visual education in the schools has been the fallacious idea, which some school administrators have had, in assuming that there were no funds which could be legally appropriated in annual budgets for visual-audio purchases. However, inasmuch as this equipment is now considered a part of necessary, permanent school furnishing, and teaching materials such as films, slides, pictures, etc., may be classified as essential instructional supplies, there are many different legalized school funds which may be tapped for financing these materials.

Small rural schools or county schools which are administered under a local trustee system have either an individual school plan or a unified cooperative visual education system which is adapted to the financial set-up of each school district, and the divisions of expenditures of a visual-audio program usually may be classified under the same four main headings as those of a city school system. These are—

First, Visual-Audio Equipment
Second, Circulating visual-audio materials and photographic supplies,
Third, Maintenance service and upkeep of materials and equipment,
Fourth, Salaries of needed personnel.

Under the second heading it might be well to say that a satisfactory method of approximating the amount of expenditures for these materials which has been used by many visual education departments, is to figure a percentage basis of per pupil average daily attendance, as is done in the case of books.

With a trained staff the responsibility of trustees and school administrators would be clearly divided. School Board members would assume responsibility for legally approving such expenditures in the annual budget as planned and submitted by the school staff, the staff to assume the carrying out of details of selecting, organizing, and using these materials to best educational advantage.

Actual facts regarding economy of program

A second misconception on the part of school authorities in the past has been the idea that visual-audio materials were prohibitive in cost in comparison to other instructional supplies. This fallacy has been exploded by systematic surveys of actual records of costs. As an example, the budget figures of one school system with a school population of approximately 35,000 pupils, showed that the total cost of such a four-fold program as described above amounted to only 3.9 cents per pupil per school month —less than the cost of a "popsicle."

While the law and parents guarantee the physical attendance of the child at school, it is left to the teacher to insure his mental attendance by appeal to his active interests. Visual-audio aids assist the teacher to do this and, in so doing, actually cut expenses by cutting down school truancy and eliminating a large percentage of failures. Thus trustees will find that visual instruction appears in round figures on the credit as well as on the debit side of the school budget ledger. Educators attempting to evaluate the outcomes of visual aids know that sensory experience leads to productive thought and creative expression which, in turn, develops attitudes, appreciations, and desirable forms of conduct in the pupils which are of immeasurable value in the educative process.

TAFT ELEMENTARY SCHOOL NATATORIUM

The Board of Education of the Taft Elementary School District, and City Superintendent James A. Joyce, are announcing the completion of the new Natatorium at the Lincoln School in the city of Taft. The entire unit consists of three pools, each complete in itself, with lockers, showers and many other conveniences. The main pool is 40 x 105 feet, the depth ranging from three feet at the shallow end to ten feet in the deepest end. It is lined with tile throughout, and equipped with under-water lights. Facilities for swimming meets, water polo and other aquatic games are provided, as well as an adjustable diving board.

A wading pool 20 x 40 feet in dimension is also tile lined.

Physiotherapy Unit

In the physiotherapy unit a pool 8 x 18 feet is provided, with separate shower and locker rooms and a special room for the nurse. A feature of this wing is that a guerney is provided to handle patients who may need this assistance. There is also a separate room for medical examinations. This is one of the first units of its kind to be included in any public school natatorium.

All lockers and showers are tile lined, and water is completely changed every four hours. The pools are uncovered, and the water is filtered and sterilized with the chlorine method, and may be heated to any desired temperature. A swimming instructor will be on hand at all times, and the pool is open not only to students of the Taft schools, but to other children as well. A control room furnishes towels and swimming suits, and there is also a laundry on the school grounds.

STATE FUND FOR SCHOOL SUPPORT

Under existing laws of California the state contributes toward the support of the public schools large sums of money. The following statistics have been made public by the Department of Education:

"During the current fiscal year, the public elementary and secondary schools will receive from the state nearly $73,000,000.00. These funds comprise the annual state apportionment required by the Constitution, together with certain recurring legislative appropriations.

Three school district levels are designated in the apportionment of state school funds. Elementary school districts receive the largest portion which accounts for 57.6 percent of the total. High school districts receive in turn 40 percent and junior college districts receive 2.4 percent.

The people of the state have by constitutional amendment determined the amount of state school support which is dependent upon the number of pupils to be educated. These funds constitute approximately 32.5 percent of the total state budget.

Prior to 1933, the cost of public instruction in California was paid from three principal sources, namely school district taxes on common property, county school taxes on common property and state general taxes levied principally upon corporation franchises and taxable income. By constitutional amendment in 1933, the people discontinued the county elementary and high school taxes and required the state to assume responsibility for a like portion of the cost of public schools. These educational funds have been provided from revenues derived from the state sales tax.

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TRUSTEES INSTITUTES DURING FALL MONTHS

Until very recent years it was generally conceded that the spring months were the best time for holding annual Trustees Institutes, but of late a growing number of County Superintendents have felt that the opening months of school offered Trustees a better opportunity to learn the needs of their schools for the current year. During the past months several fine Institutes have been held, each enjoying a good attendance and contributing to the general community interest in schools.

Santa Barbara County

The School Trustees' Institute was held in Santa Barbara on November 4th, Mrs. Muriel Edwards, County Superintendent of Schools, presiding. Dr. John Sexson, City Superintendent of Pasadena, was the first speaker on the program, and presented a statement which had been formulated by the Pasadena Board of Education. With this he outlined the relationship of the Board to the Public School system. He pointed out that Boards in their relationship with teachers have to face a changing, shifting program of public education in America. He stressed the fact that "democracy rests in its final analysis upon the way it regards the individual, and you cannot set up a school program, or maintain a school program, which ignores the needs of individuals, and at the same time maintain a democratic government."

John J. Allen, Jr., Past President of the California School Trustees Association reviewed the recent convention of trustees held in Fresno. He called attention to dangerous legislation that would repeal the sales tax without furnishing a substitute source for money for schools. This, and the measure to provide $100 pensions for old people, and to make that provision a first charge on state funds, would wipe out school finance.

During the morning session, moving pictures showing the "Program of a Modern School" which were taken in the Santa Monica City Schools, provided an interesting innovation. Dr. Jean Betzner, Professor of Education at Columbia Teachers College, New York City, discussed trends in education throughout the nation. A luncheon meeting was held at El Paseo, with the Santa Barbara Lions Club acting as hosts. Plans for the luncheon had the cooperation also of the Chamber of Commerce, and representatives from clubs and organizations comprised the audience of over 200 persons. Mrs. Edwards called the roll of School Districts represented. Radio Station KTMS invited Trustees to present a symposium over the air, discussing some phase of the educational program and its relationship with the school, the community and the county office. The outstanding feature of the entire session was the participation of such varied interests and groups. When newspapers, radio, civic organizations, clubs and the general public unite to participate in an education program, there is assurance of progress and understanding.

Ventura County

The annual School Trustees' Institute of Ventura County was held at Lincoln School in the city of Ventura on November 6. County Superintendent, W. K. Cobb, presided and introduced as speakers John J. Allen, Jr., Past President of the California School Trustees' Association; S. C. Joyner, Assistant Business Manager of the Los Angeles City Schools; William T. Selby, Chief Deputy District Attorney of Ventura County; C. F. Muncy of the State Department of Education in Sacramento; and Mrs. I. E. Porter, Secretary of the California School Trustees' Association. Mr. Joyner presented an able discussion on methods of School Insurance which was followed by an open forum.

A detailed plan for School Health and Sanitation was presented by Miss Mary Jean Gunnell, Ventura County Supervising Nurse, and Max A. Heinzman of the Ventura County Health Department. This program is in mimeographed form and available for distribution.

Fifty guests enjoyed the luncheon served in the school cafeteria as well as an interesting report of the recent Trustees' Convention held in Fresno which was presented by Mrs. C. Mavro Warren of Ventura.

Merced County

Under the leadership of County Superintendent C. S. Weaver and Mr. O. C, Anderson, President of the Hilmar Union High School Board of Education, the Merced County Trustees Association has planned to hold a series of meetings at stated intervals during the year, at which there will be general discussions of school activities. The first of these meetings was held November 19th at Gustine, when dinner was served by the Domestic Science Department of the Union High School at Gustine. The C. S. T. A. was represented on the program by President G. L. Aynesworth, and past president F. T. McGinnis of Newman, while Superintendent Weaver outlined duties of trustees for the coming year.

Kern County

Mr. Herbert Healy, County Superintendent of Kern County, is another superintendent who prefers holding his Annual Trustees Institute early in the school year. This year the meeting was held on October 23, in the El Tejon Hotel in Bakersfield, with Warren Stockton, President of the County Association, in charge of the afternoon program. A complete analysis of recent legislation was given by Mr. Alfred Lent of the State Department of Education, and President Aynesworth and Mrs. Florence Porter reviewed activities of the California School Trustees Association. Almost one hundred guests were present at the luncheon, at which Dr. Frank W. Thomas, President of Fresno State College, was the guest speaker.

Calaveras County

The Trustees' Institute of Calaveras County was held in San Andreas on November 19th, with County Superintendent Chas. W. Schwoerer presiding. He introduced as speakers Mr. Sam Cohn and Dr. Walter Morgan of the State Department of Education, Mr. G. L. Aynesworth of the C. S. T. A. and Judge Smith. A fine spirit of cooperation exists in this community and the entire meeting was well received.

Tuolumne County

As it has not seemed feasible to hold a Trustees Institute as a separate meeting in this county, County Superintendent G. P. Morgan included trustees in a general invitation to attend the County Teachers Institute. An especially broad program was planned for this conference, and meetings were held in three different communities. On November 22nd an all day meeting was held in the Summerville School in the town of Tuolumne, and speakers included Dr. William Giles Campbell of University of Southern California, Mrs. Florence C. Porter, Secretary C. S. T. A., Bakersfield, Mr. S. A. Pepper, Principal of the McClatchy High School in Sacramento, and Mr. William Burkhard, President of the State Elementary Principals Association. Other meetings were scheduled for later in the week at Jamestown and Sonora.

ADULT EDUCATION

By B. O. WILSON, *County Superintendent of Contra Costa County*

"You can't make a silk purse out of a sow's ear," says the old proverb.

"Maybe not a silk purse," replies the new era, "but it isn't safe to try to guess *what* you can make of it."

Experimentation in modern laboratories is discovering many astonishing things. "You can't teach an old dog new tricks" was accepted for generations, but in the laboratories it has been demonstrated that an old dog can learn—if there is need and if he wants to learn. "Never too old to learn" has been proved to be nearer to the truth than the originator suspected. To the mutual embarrassment of school teachers and school trustees there is a surprisingly large number of adults who are wanting to learn and a distressingly and increasingly large number needing to learn.

Little has ever been said against the principle of offering schooling for those foreign-born desiring citizenship, nor have we been alive to the problem of native-born illiterates in spite of disturbing evidences of its existence brought out by the World War. The migration attending economic conditions in certain sections and the local need for migratory labor because of seasonal crops are directing our attention to the problem specifically, but adult education that affords schooling for all those who desire to study and learn is a much broader question than that centering upon Americanization and illiteracy.

Industry and business used to train their own employees. They had apprentices. Now they have discovered the public schools. Perhaps it is well—if the community is willing to pay.

Pioneering, invention, and struggle for existence, with an almost universal mirage of leisure time were the motif of the past generation. I say past, for in the present age, luxurious comforts are a commonplace and leisure time is a drug on the market.

The above indicates two possible aspects of education for adults to be furnished by the schools:

I. Vocational training by means of which:
   a. those who learned no vocation can learn
   b. those whose jobs are outmoded (technological unemployment) can learn new lines of work
   c. those now employed can advance themselves.

II. Avocational training by which leisure time can be utilized to social and personal advantage through:
   a. recreational leadership
   b. activities supplementary to vocation.

Growing vegetables in the back yard is not only healthful employment of leisure time but becomes economically important in times of stress.

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Annual Convention . . Los Angeles . . September 3, 4, 5, 1938

MRS. RAYMOND BACK FROM THE ISLANDS

Mrs. Frances E. Raymond, West Coast head of the Gregg Publishing Company, is remembering wistfully, these fog chilled days, the sunny idyllic weeks of her vacation trip to Honolulu and the Islands. She was away from her San Francisco office for six weeks.

Mrs. Raymond's brother has been for more than forty years in business in Honolulu, so her visit was in part a family reunion as well as a delightful holiday. True to form, it was in part also a bus man's holiday, for with all of the beauty of the Islands to fill her days, she still found time to look in on the schools, both in the city of Honolulu and on the Islands. Asked for her impressions of these far-off members of our American public school system, she said, "The first impression that one gets in the classrooms is of the large proportion of young people from foreign language groups. Probably at least 75 per cent of the students come from families where some language other than English is spoken. Although they may be from the second or third generation of their people born in the Islands, still the language of the home is not English. The schools feel the handicap of this large percentage of pupils who must be taught, largely

MRS. FRANCES E. RAYMOND
West Coast Manager Gregg Publishing Company

in the classroom, to use the English language."

Mrs. Raymond's special interest of course was in the classes teaching the commercial courses. She said teachers reported that these courses, especially type-writing and stenography, were of great value to the foreign language group, for they gave the pupils concrete material which helped them to master English. Close coordination between the commercial courses and the English courses of the secondary schools is therefore advisable. In general she received the impression that curriculum building in the secondary field is in its earlier stages only, and that considerable work lies ahead of the Island schools along the lines of coordinated and well balanced courses of study. In her own field of commercial studies and business administration Mrs. Raymond was consulted during her visit, and was asked to give talks to groups of students in many schools.

One of her most pleasant memories is that of her visit to St. Louis College, conducted by the Marianist Brothers in Honolulu. The magnificent site and grounds of the college made an unforgettable impression. Here, she met a group of some 700 young men and talked to them on the topic of commercial education. After her talk she was told that she was the first woman who had ever spoken from the college platform!

More than a century ago, among the very earliest settlers in the Islands from Europe and America were the French Fathers and the Sisters of the Sacred Hearts, and these two orders maintained from the earliest days schools of high standing for the children of the Islands. A fact of our own California history that we ourselves often do not realize is the close tie that existed long ago between our state and the Sandwich Islands as they were then called. The Islands had a lead of many years over California in establishing the institutions of advanced civilization. By sailing vessel the Islands were far nearer to San Francisco than the centers of our own culture on the Atlantic seaboard. So it was a custom for early California families of means to send their children to the Islands for those advantages which our own coast lacked. Mrs. Raymond found a real thrill in looking over the registers of St. Louis College and the Academy of the Sacred Hearts, and in tracing among the students of long ago the names of families who were making history in San Francisco.

She brought back a sheaf of charming pictures from her trip. Among them one series seemed hard to believe, on the chill damp grey day on which they were being displayed. The first showed our noted educator sitting happily on a rocky beach, very trim in a becoming lace dress. Next, the same trim lady submerged by a sudden wave that swept up and dowsed her, caught barely visible through the spray and foam by the "candid camera." Next the lady, not quite so trim, rather drippy in fact, but still smiling happily. And *next,* believe it or not, the lady sitting on the same rock, *quite* trim and dry again, and she says it was taken only a short time after the dowsing! Oh happy land of sunshine!

Besides her Island memories of honor and recognition Mrs. Raymond cherishes another pleasant souvenir of recent days. On her wall hangs in its new frame an honorary degree, Master of Business Administration, lately bestowed upon her by Woodbury College at Los Angeles in recognition of her accomplishments as teacher, author, dean of business women and manager of the Pacific Coast and Orient Branch of the Gregg Publishing Company since 1912.

ROY CLOUD, DELEGATE AT TOKYO

Mr. Cloud was a delegate at the Tokyo Convention of the World Federation of Education Associations last summer. His report of the convention appeared, shortly after his return, in the October issue of the *Sierra Educational News.* We were talking recently with Mr. Cloud, and asked him what memories of his summer trip were most emergent now that five months have passed since his return, months filled with tragedy for some of the places he had visited. We have the pleasure of publishing below his thoughtful reply to this question. His belief is that only in the field of education do we find today any hope of bulwarks rising against a tide of war and terror. Laws, treaties, pacts, even religion, have proved of little avail in efforts to hold the world in peaceful courses. But in the field of education friendship and understanding are still alive between races and nations, Here, quietly and patiently, the roots of world peace must be tended. Here alone is there hope for the future.

California was well represented at the Tokyo conference. As Californians we take special pride in Roy Cloud as one of our representatives. For he is deeply rooted in the past and present of California history. His grandparents came to our western shores in the great covered wagon trek of 1853. His own mother, and her brothers and sisters, young children, made the trip and settled in California in the days when it was still more Spanish than American. Out of the personal memories of his mother Roy Cloud has written *On the Trails of Yesterday,* and these memories cover most of the early history of our state.

He himself has been part of our later history. A graduate of Stanford University he was successively teacher, superintendent of San Mateo County Schools and Superintendent of Redwood City Schools. Since 1927 he has been state executive secretary of the California Teachers Association. In this last important office his efforts have been largely responsible for the program of educational legislation which distinguishes California as one of the most progressive states, educationally, in our nation.

ABIDING MEMORIES FROM THE ORIENT

By ROY W. CLOUD

After having read many articles by summer tourists who have traveled in some re-

ROY W. CLOUD
State Executive Secretary California Teachers Association

mote part of the world, I realize that it is hazardous for anyone to try to record his impressions of educational or economic conditions after having spent less than a month in a particular country. However, having attended the meetings of the World Federation of Education Associations in Tokyo, Japan, during August, 1937, a statement concerning the section of the world in which it was held, and some of the general impressions of a meeting of that kind, may not be classed in the general run of fleeting experiences.

It was my good fortune with some hundreds of fellow-Americans and other hundreds of delegates from thirty-eight nations of the world to spend a week in Tokyo. Just prior to the World Federation meeting, although the war was at its height in north-China, a group of us had an opportunity to view some of the age old sections of China. We saw the beauties of Hangchow with its wonderful villas on West Lake, and the equally fine sections around Soochow. The pleasant features of Shanghai superseded the other impressions of the poverty and the hardship and the suffering of the thousands of residents of the native city in China's great seaport. China is a country filled with marvelous opportunities for advancement. Most of the people a traveler meets there are courteous, kindly and helpful. They are just as anxious to live and serve as any of the nationalities I have met in any of my travels. But there are so many of them gathered together in such restricted areas that

their opportunity for existence with barely more than the common necessities of life is almost an impossibility.

Just two days after we left Shanghai for the World Federation meeting, a goodly portion of that city was in ruins.

Japan is a country of marvelous beauty. The people are courteous and eager to demonstrate their friendly feelings to tourists. The thing that impressed me most at the Convention was the common expression that education is the only hope for world friendship and continued peaceful relations among the nations. The Japanese educators joined freely with the others from the nations across the sea in expressing their hope that there should be no more wars and that peace should prevail.

It was vacation time in Japan so I had little opportunity of visiting schools, but the one big middle schools for boys which I visited was a model of progressive ideas and architecture. In school needs and up-to-date equipment, Japan has little to learn from the schools of other lands. There the attention of school authorities to the mental and physical needs of the children is apparent everywhere. Japan has a cultural background of thousands of years, and the children of the schools of Nippon are trained to be cultured and polite citizens of the nation.

An oustanding impression which I received was that their great national hero is not a renowned ruler or soldier, but Ninomiya Sontoku, a poor orphan who became the great sage of the kingdom. By almost superhuman efforts Ninomiya attained an education because he had the indomitable will to improve himself. The statue of this man who through his own accomplishments became a leader is on many school grounds, and is an inspiration to all who view it. It is also found in many of the homes of Japan. Boys and girls who grow up with a statue of that kind ever in their view must take into their own beings some of the ideals which this man's life portrays.

As a closing expression of the World Federation meeting, the gift of the Japanese officials demonstrates in just a small degree the feeling which existed. Practically all of the speeches and all of the reports of the convention were in English. As the delegates filed from the Assembly Hall of the Imperial University at Tokyo at noon on Saturday the last day, each one was handed a little package as a memento of the meetings. On opening mine I found that it was a beautiful large silk American flag. My English friend with whom I walked received a flag of Great Britain. We were not presented with the flag of Japan; but the token given us was the banner of our own country, a keepsake that those who presented it knew we would treasure always.

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TEACHER TRAINING PROBLEMS

Comments continue to reach us from many sources on the subject of teacher training, first introduced to our readers by Dr. Sears' article in the October issue. We take especial pleasure in publishing a letter which came to us through Mrs. Gertrude Laws, of the State Bureau of Parent Education. No one has a more immediate interest in teacher training than the parents who commit their children to the graduates of our present system. It is a point on which our schools may be congratulated that, through our State Department, parents are in touch with these vital problems, and are able to express their constructive evaluations lucidly as the following letter has done.

FROM A PARENT'S POINT OF VIEW

By Daisie D. Cook

I have been interested in the comments on Dr. Sears' discussion of our present system of teacher training. As a parent whose children have passed through the public schools from kindergarten to the last years of high school, I would value the opportunity to offer suggestions regarding the type of training which might remedy the deficiencies in teacher education which I now feel exist.

I will assume that the following faults and deficiencies I have noted in teachers are the faults of the system of teacher education and can be remedied.

1. Teachers have dampened, if not destroyed, the child's natural curiosity. My children have told me, "Teachers think they are there to ask questions, not to answer them."
2. They have lessened the child's confidence in himself, and by their sarcasm and ridicule of childish opinion, have made it impossible for many children to know the joy that may come from class room discussions with their mates.
3. They have shown favoritism, apparently not realizing that the "pet" is more damaged by the excess attention and the special privileges, than are those who are shown no favors. From a need and a desire for personal recognition, they have succumbed to many kinds of "apple polishing."
4. They have many pet aversions, usually toward such unessential things as crude manners (in the fifth grade), healthy noise, untidiness, etc.; and take the children's study periods to deliver "threepenny lectures" (the student's term) upon them.
5. They assume an attitude of omniscience and infallibility toward their own pronouncements, and pupils who wish to pass the course, do not dare to question even the most patent contradiction of evidence.
6. They act in disciplinary situations too hastily and with consequent injustice.
7. They bring to the class room insufficient imagination, and the drama of history becomes a dull procession of dates to be memorized; great literature is damned forever by being too minutely analyzed; and social science is handled in such fashion that pupils characterize it as "social slop."
8. They require knowledge of such an array of unimportant details in tests, and value tests so highly, that most pupils throw to the winds any scruples they may have against cheating in other situations.
9. They are incapable of cooperating with parents in the child's education, because they assume an attitude of superiority that closes all avenues of communication between them. One principal, on learning that I had been a teacher, became confidential, and told me things which "no one but a teacher would understand." And never did the thing reported require the experience of teaching as a basis for understanding. She also permitted me to read a book which she was requiring her teachers to read. In a chapter dealing with ways in which the home and the school may contribute to a child's feeling of inferiority, she had underlined every sentence which was an indictment of the home, and not one in which the school was accused of fault.

These are the most serious faults I have observed in fewer than fifty teachers of my children; and most of these faults were found among grade school teachers. It is possible that these may not represent a true cross-section of teacher errors even in our own community. If I were evaluating all the teachers I have known, instead of pointing out faults, I could make a long list on the positive side. May I say, in passing, that, even with the present system, there are teachers who are an inspiration to their pupils, who are leaders in learning rather policemen; and there are teachers in whose rooms "cheating simply isn't done."

I agree heartily with Dr. Sears, that means of attracting and selecting better students for teacher training should be developed. Only those who have a real desire to be teachers, and special ability in the guidance of children should go into the profession. Too often, teaching is regarded by the candidate, as a more or less pleasant interlude between graduation and a hoped for marriage. A teacher's power for good or ill is so great, that the position should not be granted lightly.

Prospective teachers should receive much better training than at present, especially in fields leading toward increased understanding of themselves and of child nature. They should be helped to find sources of security and happiness outside of the class room, so that they will not be dependent upon the children for emotional sustenance. I realize that this will be a most difficult task, but it is an important one. I believe that absence of the sense of fulfillment that comes to most women with marriage and motherhood, is the hidden source of many personality peculiarities in teachers. The satisfactions that most women derive from working with groups of other people's children eventually pall, if they are the sole source of self-realization; and if their lives are not filled with other interests, they tend to become self-centered and resentful.

How may we forestall such an outcome? Many women, formerly teachers, have agreed with me, that, after rearing their families, they could be much better teachers than they were before marriage. Obviously, marriage and parenthood cannot be made prerequisites for a teacher's certificate. A substitute for this experience would be val-

uable, however, and the best substitute that I know of would be a study of human relationships, particularly those with which the teacher has most contact, namely: parent-child, teacher-child, and parent-teacher. Such study should be undertaken by student teachers before they have acquired set attitudes on these essential relationships, and renewed later from time to time. Under skillful leadership, the sensitive student could not help gaining an emotional acceptance as well as an intellectual comprehension of principles governing the actions of human beings with one another. And with such a whole-hearted acceptance, and with an understanding of their own emotions and satisfactions, it would be impossible for teachers to make the grosser errors I have listed. As Frankwood Williams has said, "There is no inherent reason why being a teacher should spoil a perfectly good human being."

TEACHER TRAINING INSTITUTIONS OR EDUCATIONAL MUSEUMS?

By DOROTHY DIERKE, *Principal*
John Swett School, Oakland

We asked Mrs. Dierke for these comments. Mrs. Dierke is a young (and, incidentally, very successful) teacher whose training is so recently behind her that we felt she would have fresh in mind the problems it left on her hands when she began to teach.

What is wrong with teacher training programs?

If you want some cold facts and keen evaluations see:

1. The cadet teacher in the present senior class, or
2. Last year's graduate with his first job, or
3. The alumnus who goes back for that unit evaluation in an effort to secure an A. B. degree, or
4. The "out-of-state teacher" who comes to summer sessions for professional growth.

Perhaps, you have never met one of those harassed human beings who has found that in his senior year he must unexpectedly add two or three "required courses for graduation" to his program. This same person is usually trying to do an "outstanding piece of work" with practice teaching so he can merit a job thereafter. Frequently, when he is arranging a "unit of work" with proper furbelow for his supervisor's visit, he is tortured by college papers due on "the theory and technique of such and such" or "how to correlate this and that." Life under such an ineffective system of guidance and such remote curriculum adjustment does bring forth the caustic criticism the institution deserves. Alas, the only one to hear such plaints is the master teacher upon whom the cadets are thrust!

The problems of last year's graduate on his first job should be a challenge to any curricula committee within a teacher training institution. Yet, there are few colleges that make more than the superficial check-up of "location, position, salary" of their graduate.

Who cares if the graduate has problems in regard to teaching personnel or that he is puzzled over a choice of material aids for his teaching, or if he is faced with discipline problems left unexplained by college preparatory courses?

A graduate who secures counsel for such situations does so through his own initiative. A teacher training institution which could render such service to its graduates would find its re-imbursement in the data it would collect in regard to teacher's needs.

The alumnus who finds that her "alma mater" can now confer an A. B. degree returns to plan a program for her professional advancement. She is interested in arranging a program that can be carried on along with her professional work.

It is only the bravest that survive this ordeal because the teacher training institution curriculum has not yet adjusted itself for such a group. They maintain the same stolid attitude toward these experienced members as that which they hold toward their own under-graduates. There is seldom any flexibility within the curriculum or accommodations for these people so that they may pursue their studies along with their work. Thus, these institutions turn from their doors, and from their support and respect, a considerable body of our present professional personnel. It is no wonder that our more liberal universities find their extension classes growing each year.

There is the "out of state teacher" who comes to the summer session to see some of the glorified results of our educational system. Instead of a program developed around professional needs and problems and lead by inspired and vitalized leaders he finds a smattering of the same fundamental courses that are offered throughout the year to the college student. So, we send from our midst a disgruntled teacher who advertises the institution for what it is worth.

There is definitely a need for the kind of investigation proposed by Dr. Sears. Let us have an official check of the needs of the teacher training graduates. We should try to save our teacher training institutions from becoming educational museums.

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WESTERN SCHOOL NEWS

THE NEWLY ELECTED officers of the California Teachers Association, Bay Section are: President, S. Edna Maguire, Principal-Teacher, Tamalpais Park School, Mill Valley; Vice-President, Albert S. Colton, Principal, Herbert Hoover Junior High School, Oakland; Secretary-Treasurer, Earl G. Gridley, Manager, Placement Division of the California Teachers Association, Berkeley.

MISS ESTHER GUTHRIE of the Sacramento City Schools, relates one of the most interesting summer trip stories that we heard last fall. In a Ford she and some cousins left Kansas traveling to New York where they, including the Ford, embarked on a Swedish motor ship for Gothenburg, Sweden. One of the most interesting things about the trip was that her cousin's wife was a Swedish girl and the party spent six weeks driving through the countryside of Sweden to Stockholm where they visited relatives-in-law.

After having spent all this time in Sweden Miss Guthrie's cousin found that his leave had been extended and "since everything was so near," they decided to take a flying trip, via the Ford, through Norway, Denmark, Switzerland, France and England! As Miss Guthrie puts it, "It was one of the craziest things I have ever done in my life, as we were traveling against time continually. We all realized that we were doing something a bit foolish, but once started, we kept the pace." After this unexpected run through these countries, Miss Guthrie's relatives returned to America and she went to England and Scotland for another five weeks, seeing just the things she wanted to see and visiting relatives-in-law in Scotland. She spent nearly a week in Cornwall and ten days at Stratford-on-Avon.

What Miss Guthrie calls "her crazy flying trip through the countries of the continent" gave her just a taste for the places to which she should like to return. However, her six weeks in Sweden gave her a real feeling for the country and people. We quote from her letter a paragraph in which many social studies teachers might be interested:

"As I said, I could start talking of these countries and never stop, but perhaps this will suffice as a point of interest. Sweden is one of the most beautiful countries that can be imagined. The people are hospitable, extremely sociable, very courteous, and with a delicious dignity, which is really most refreshing. There is no poverty, as we know it here in America. There are some people poorer than others, but no poverty. The entire country gives one the impression of well being and perfect contentment. Money is only one of the items of interest with a Swede. The thing he is doing interests him more than the monetary return. They see to it that they have leisure time and they use it for the enjoyment of living for themselves and their friends."

Miss Guthrie is supervisor of science in the Sacramento City Schools. She has her A. B. and M. A. degrees from Stanford University. She was a member of the Sacramento High School faculty as a teacher of biological sciences for eight years, then decided that she wished to try laboratory work, and was for some time in the laboratory of the Woodland clinic. From that work she went into the county health department. When Superintendent Hughes reorganized his science department, he sent for Miss

Guthrie to take the position of assistant supervisor. Dr. Florence Billig was at that time at the head of the science work in the Sacramento City Schools. Miss Guthrie succeeded her as supervisor when Dr. Billig was called to the position of head of the Training School in the University of the City of Detroit.

Miss Guthrie is a member of the State Science Committee, and a member of the sub-committee which is working on bibliography for the state department. She is also a member of the Scope and Sequence Committee. She is well known throughout Northern California and is frequently called upon to advise with science committees in the discussion of their curriculum problems.

Ginn and Company are announcing two new partners recently admitted into the firm, D. D. Grindell and Norman G. S. Ingram. In accordance with the established policy of the firm, these new partners are chosen from the working force of the company, and this honor is a recognition of successful service in the field. Mr. Grindell is in charge of the office at Dallas, Texas, and Mr. Ingram at Montreal, Canada.

Rupert P. SoRelle, Vice-President of the Gregg Publishing Company, and author of some thirty textbooks on shorthand, typewriting, and office practice, died in New York City on December 14. Born in Lexington, Texas, he was sixty-four years old. Prior to his association with the publishing company, he was head of the department of stenography at Armour Institute, Chicago, and a member of the faculty of Gregg College, Chicago.

The following is the schedule for the meetings of elementary school principals and district superintendents for the next three months: Fresno, January 22; Santa Monica, February 5; Chico, March 19. The general theme of these conferences will be Conservation in Education. At the Fresno meeting Miss Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, will preside and the luncheon speaker will be Dr. Walter F. Dexter, State Superintendent of Public Instruction, speaking on the conservation of human resources as the major purpose of education. A group of teachers has agreed to present brief reports of conservation activities being successfully carried on in schools of the area.

The Tulare Adult Week-End School, a cooperative undertaking, this year is being resumed with better facilities than ever before provided. General sessions will be held on January 7, 14, 21, and 28, February 4 and 11. This tenth annual session will be held at the Tulare Union High School under the direction of W. B. Knokey, Superintendent of Schools of Tulare, and Flora Wilder, Associate Director. The program includes a community dinner to be served cafeteria style at cost prices at the High School cafeteria. An Entertainment Period for each night of the general session will be held in the High School Auditorium. Three special interest groups are planned. Dr. Kenneth Potter, Professor of Social Science, Fresno State College will address one group on the general theme of Problems in the Far East and the Pacific. Another section will be devoted to the general theme of Travel under the direction of Mrs. W. L. Potts, Traveler and Lecturer, Fresno. Group III will be devoted to a Parents' Forum, sponsored by the Tulare Parent-Teacher Association.

Adventure for a school book! Mrs. Charles Wrightson, who runs a small primary school for officers' children in the San Francisco Presidio, sent in last month for a copy of Primer of Lettering by Cooch. She requested that it be sent to Mr. George Howard at Santa Barbara. She then told us the following story. Last summer in Santa Barbara she met a Mrs. Lester and her small child of six. Mrs. Lester was returning to Santa Barbara Island where she lived with her husband and two little children. Mr. Lester having had to give up his usual method of earning a livelihood because of a nervous breakdown, had taken a job on Santa Barbara Island tending sheep. Once a year the shearers came to the Island—other than that the Lesters would normally have had no contact with the outside world except at regular intervals, months apart. Young Mr. Howard, owning a plane, wanting places to fly, and being kind of heart, learned of their situation and now flies regularly every week to the island, taking to the Lesters mail, papers, supplies *and* primary books with instructions from Mrs. Wright on their use.

The Olive Street School in Porterville, a building of fifteen classrooms, administrative offices and special rooms for home economics, shop and kindergarten, burned late in July. All records were lost as well as the entire central library. This catastrophe came on top of another loss. Porterville had just lost the use of an eight room school building because of its age and unsound condition. The combination created an appalling housing difficulty. Superintendent Emmet Berry had only six weeks until the beginning of school to establish temporary quarters and plan for classes. This was accomplished by setting up administrative offices in a bungalow cafeteria. Very nice offices, too. The schools opened on an emergency set-up in which three buildings are running regular sessions and the Belleview is running on a double session organization. About nine hundred are being taken care of under this plan and an additional eight hundred and fifty in the other three schools, making a total of 1750 children in four schools. There are about sixty more students in the schools than there were when the other two schools were in use. The double session has run very smoothly. Neither teachers nor pupils have been late for the very early hour at which they come to school. The parents have cooperated splendidly and things have moved along without a hitch.

The Porterville teaching force was increased by two class room teachers. Mr. Berry has added a full time art and a full time music teacher. Miss Lorraine Reeder is the art supervisor. She is from Columbia and has taught in Southern California. Miss Alice Moore is the new music supervisor. Miss Moore has a master's degree from the University of Illinois and most of her experience has been in that state.

The Olive Street School which burned last summer is being rebuilt. It will consist of eight class rooms, a kindergarten, a library and administrative offices. It is modern in construction and will be completed in time for the opening of the fall semester. The new Bartlett School will be ready for occupancy at the same time.

This is Mr. Berry's second year in Porterville. Before coming to Porterville, he spent twelve years in administrative positions in Southern California. He attributes the increase in population in Tulare County and the current increased enrollment in the Porterville Schools mainly to the increased acreage in cotton but also to the growth of the poultry industry. Large holdings are being broken up into smaller units.

Mr. Berry believes that under the present method of progressive education, we have to keep very careful accounting of the accomplishments of students in the fundamental subjects. He believes a check must be made on the strengths and weaknesses of the progress. For this purpose every teacher, including the primary teacher, receives a test analysis of all grades tested. This analysis is based on the Stanford Achievement Test. We are asking Superintendent Berry to give us an article later in the year on the type of analysis and how he works the plan out with his teachers.

I. O. Addicott is taking a leave of absence from the Fresno City Schools where he has been for the last ten years. On entering the Fresno system, he served first as teaching principal, later as principal and supervising principal. The last three years he has been director of curriculum. For the last four years he has also been a lecturer in education at Fresno State College.

Mr. Addicott is taking a leave for the spring term which he will spend at Stanford University working on his doctor's degree. He will also teach part time at Mills College as lecturer in education. He will remain at Stanford during both the spring and summer quarters. In the fall he will return to Fresno and resume his duties as director of curriculum. Plans have been outlined for a group of committees with which he has been working. These groups will carry on the work under the leadership of E. C. Kraft, assistant superintendent.

Tulare County has a new supervisor of speech correction. At the beginning of the school year Superintendent Earl Driggers appointed Miss Louise Tantau as part time supervisor for this subject. Miss Tantau has been an elementary class room teacher in the Exeter Schools for a number of years and for the last several years she has been supervisor of speech correction. Although a part time county supervisor, she retains her position in the Exeter Schools.

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BOOK REVIEWS

From Ginn and Company

GUIDANCE FOR YOUTH by Davis and Davis. Price, $1.56. A text book to challenge the pupil's interest and to engage his individual thinking. Part I, Educational Guidance, outlines the need for education and how it may be obtained. Part II, Vocational Guidance, supplies information on thirty different basic occupations, distributed among agricultural, industrial, commercial and professional opportunities. Part III, General Guidance offers suggestions that should help the pupil in finding a job and adapting himself to a changing social and economic situation.

From Gregg Publishing Company

GREGG TYPING, Second Edition, by SoRelle, Smith, Foster and Blanchard. Price, $1.60. The keynote of GREGG TYPING is thorough training in basic typing skill before the student is required to apply this skill to the typing of business papers. Through daily lesson plans, skill-building factors are developed in logical sequence. A student by following the simple instructions will learn how to operate a typewriter, will know the practical applications of typing, and will gain the necessary instruction in advanced typing which should equip him with the knowledge and skill to meet any typing requirement.

TEN YEARS OF SHORTHAND REFERENCES (Classified) 1927-1937, by Clyde E. Rowe, Price, $.24. A fifty-three page pamphlet, alphabetically arranged, containing references to volumes in which has appeared material concerning stenography.

From G. and C. Merriam Company

Many new pamphlets are offered to teachers, single copies free on request, by the publishers of Webster Dictionaries. THE MAKING OF A DICTIONARY, a Pageant, by Mary Virginia Clarke will give students some idea of the "ancestry" of English words. Permission for production of this clever and colorful pageant may be secured, on written request, from G. and C. Merriam Co.

VOCABULARY BUILDING, WORD STUDY AND BIBLIOGRAPHY. This pamphlet is designed for use with either Webster's Collegiate Dictionary, fifth edition, or Webster's New International Dictionary, second edition. Illustrative exercises help the student to choose accurate words; a bibliography suggests material for more extensive study; and selections from WORD STUDY are presented for class use in "vocabulary-building projects." Additional copies of this pamphlet for class use may be secured on request. AN OUTLINE FOR DICTIONARY STUDY is designed for use with Webster's Collegiate Dictionary, fifth edition. A study of this pamphlet will enable the student to take the fullest advantage of the dictionary's resources. WORD STUDY, a leaflet for use by school and college teachers is published six times a year, and is sent to teachers on request. Careful selection and editing of material maintains the high standard of interest in this leaflet which was first launched as an experiment in 1924.

From Stanford University Press

OUR CALIFORNIA STATE TAXES, Facts and Problems, by H. Dewey Anderson. Price, $2.75. This is a practical book about the various types of taxes assessed in California. Written in a readable and understandable way, it explains the history of our State taxes, analyzes the value and need of the various forms of taxation, and indicates their part in maintaining the services demanded of the State.

The book is intended for California citizens generally who desire information concerning taxation. More particularly, it is planned for use by study groups in women's clubs, parent-teacher associations, and adult and naturalization classes, and as a reference text in senior high schools and in junior and senior colleges within California. As an aid to study groups, there are available with the book fourteen four-page outlines embodying in condensed form the topics and the material of each chapter in the book.

COUNTIES OF THE COAST RANGE by Mildred Brooke Hoover, Price, $4.00. This is the third volume in a series of HISTORIC SPOTS IN CALIFORNIA. All pertinent available records and material have been studied, descendants of pioneers have been interviewed, and historical data of interest have been collected by the author to produce this volume devoted to the eighteen counties of the Coast Range of California—all rich in places of historic interest. "Here is local history in all its variety made more useful and personal through its presentation by counties." Missions, ranchos, old land grants, Indians, mines, the growth of commerce and industry, descriptions of well known landmarks, a fascinating vista of little known places—a wealth of material is smoothly incorporated in this volume which greatly enriches our Californiana.

From Doubleday, Doran and Company

ESSENTIALS OF SPANISH WITH READINGS by Arturo Torres. Book One, $1.60; Book Two, $1.80. Work Book I, by Johnston and Johnston, $.60; Work Book II, $.65. This is a new edition of a popular series. Through a wealth of varied material, it offers practical experience in reading. The principles of grammar are presented briefly and clearly; basic vocabulary is emphasized, and exercises for drill are given. Book One contains information about Spain; Book Two develops a friendly interest in Spanish America, and offers a more comprehensive study of grammatical principles.

From the Christopher Publishing House

PRACTICAL TREE SURGERY, by Millard F. Blair. Price, $4.00. 297 pages. This authoritative reference manual bridges the gap between highly specialized research and common practice in tree surgery. Its contents are intended to be useful to educators in interesting students of all ages in nature, particularly in the association between trees, fungi, and insects; in the natural phenomena in the development of trees; and in means employable in obviating some of the most serious injuries to trees. It should also be helpful in warning the tree owner of pseudo-tree surgeons. Eighty-nine black and white illustrations, including photographs and line drawings, elaborate the subject matter.

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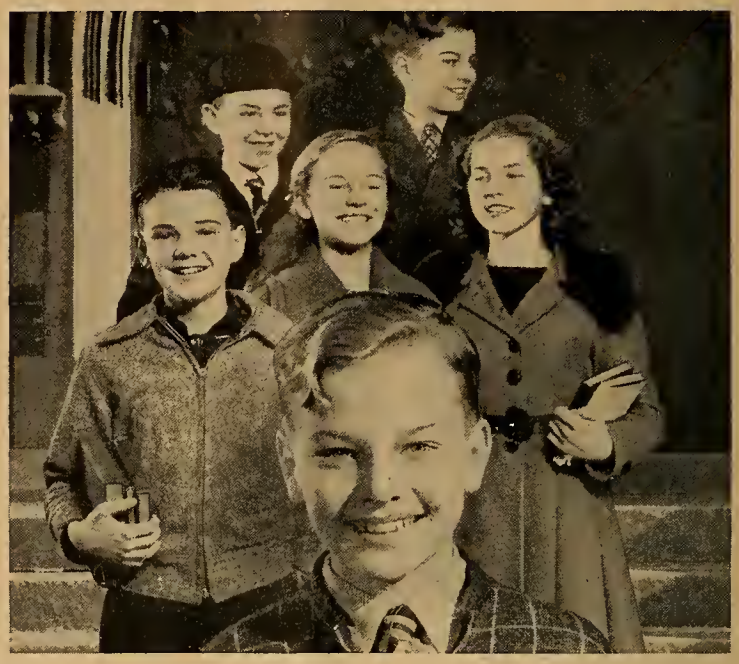

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

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CALIFORNIA'S RURAL SCHOOLS

"The Problems of Rural Teachers" was the theme of a conference recently called by the San Diego State College. This conference, reported elsewhere in our columns, brought into the center of interest a special group of problems and of achievements within the general field of our state schools.

In spite of the rapid growth of California towns we are still characteristically a rural agricultural state. In spite of the movement toward consolidation we still have some fifteen hundred one-room schools. Rural schools have problems, plenty of them, as the San Diego Conference indicated. But the quality of the work going on in our rural schools is equally indicated by some of the papers we are publishing in this issue.

California has reason for pride in her rural schools, and we owe their high standard of achievement first of all to the work of our State Department of Education acting through the Division of Elementary Education and Rural Schools.

Rural schools are peculiarly dependent upon adequate leadership from the state department. We are fortunate that during the last decade our department has given us such a capable leader as Helen Heffernan, Chief of the Division, and, in recent years, Mrs. Potter, Assistant Chief.

Both were serving as rural supervisors when they were called to Sacramento. Both have held near to their hearts the needs and problems of the rural areas, in spite of their preoccupation with intensive programs in the general field of elementary education. They have urged upon our state the need of an increasing appropriation for rural supervision. They have valiantly led and inspired a splendid group of professional men and women who have carried their ideals and programs into the remotest regions of California. With the warm co-operation of county superintendents, and the leadership of our state department, our rural supervisors have won for California the position of pace-maker for the nation in rural education.

Miss Heffernan is nationally known for her work in recent developments of curriculum and the practical program of elementary education. Her contributions have been many-sided. As a writer she has crystallized for the school of today a philosophy of education which finds its most complete expression in the chapters she has contributed to the two volumes of *"The Teacher's Guide to Child Development."* Under her direction *"The California Journal of Elementary Education,"* a quarterly, keeps the schools informed of progressive development in education. *"The Science Guide for Elementary Schools,"* now in its fourth year, has given valuable assistance in promoting a program of instruction in science conformed to the needs of our state. Bulletins of the department have covered almost every phase of elementary education during the last decade. Miss Heffernan is on the staff of four leading national journals of education. As a speaker, her contribution has been, if possible, even more effective than her writings, and she has been generous of her service in her own state and in national conferences as well.

Believing as she does in democratic participation in the formulation of state policies and programs, she has given a very large share of her time to representative groups and committees with which she works toward the co-operative solving of problems and establishing of programs.

Nationally Miss Heffernan is recognized for her contributions to the philosophy and the program of modern education. But at home she is most valued for two qualities that do not always go hand in hand with the qualities of intellectual leadership. First, her undeviating devotion to children. Not to "The Child," an abstract figure. Not to theories about the child. But to children, living, real, each with his own needs. As a polo player, through the beautiful, swift maneuvers of the game keeps an undistracted eye on the ball, so one feels instinctively that in the midst of the mazes of pedagogical theory and discussion, here is one person at least who always thinks in terms of actual children, whom she knows and loves. And California values the leadership of our state department for its dependable common sense. We know we are not being led into programs that can exist only in theory. Theory is presented in terms of actual men and women, who must carry the theories into effect in very limiting situations.

These qualities of leadership, acting through our state department, our county superintendents, and our rural supervisors, have given California cause for pride even in our rural schools, which have been too often the neglected laggards in the march of modern education.

HELEN HEFFERNAN

Chief, Division of Elementary Education and Rural Schools, State Department of Education, since 1925

B. A. and M. A., University of California. Rural Supervisor, Kings County, 1923-25. *President, Department of Rural Education, N. E. A.,* 1929. *Instructor, summer sessions, University of California, Stanford University, Utah State Agricultural College, Chico and San Francisco state colleges.*

GLADYS L. POTTER

Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education, since 1931

B. A., University of California at Los Angeles. M. A., University of California, 1936. *Deputy Superintendent of Schools, San Bernardino County* 1922-1924. *Rural Supervisor, San Bernardino County,* 1925-1931. *Principal, University of California Demonstration School, Summer Session,* 1937.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE PROGRESSIVE EDUCATION ASSOCIATION is scheduled for its Annual National Conference in New York City at Hotel Pennsylvania, February 23rd to 26th inclusive. This conference will be immediately followed by the winter meeting of the American Association of School Administrators (Department of Superintendents N. E. A.) at Atlantic City. Thousands of educators from the whole continental United States will be stopping off in New York City on their way to the seashore meeting. They will find the greatest city in the Western Hemisphere as flamboyant and colorful as ever on the surface. The crowds will be as tremendous and the subways at rush hours as jammed. They will find it is still hard to obtain seats for the Grand Opera, and while there are less than thirty legitimate shows playing, they will still have to pay extra prices to get in to any of them. If night life is needed, purely for its educational values, the spots on 52nd street or the International Casino at Times Square opposite the Astor Hotel will afford enough for a year's reflection. If they know the ropes they will find hotels and food emporiums much cheaper in price than in recent years, but they still can pay enough in some spots for one meal to keep them a week back home.

DURING THE PAST SIX MONTHS four things have phased the self-sufficiency of the New Yorkers who had thought they could take anything in their stride. The first was the American Legion Convention this past summer. The town was taken apart, the people have not got over it yet. The city masses thought they had seen everything and knew everything. For once New York City admitted the Hinterland showed it something it will not forget for a long time. Another event was Sonja Henie coming to town with her Ice Skating Review, and selling out to standing room Madison Square Garden for five regular performances and an added matinee. A total of 102,000 persons broke an all time record for six scheduled performances in one week at that emporium of sport. At the same time "Happy Landing," with Sonja Henie and Don Ameche, at the Roxy, the second largest theater in the United States, played to turn-away crowds. The third was the hysteria of crowds trying to get into the Radio City Music Hall to see "Snow White and the Seven Dwarfs." The theater was jammed, and a crowd of six thousand persons lined up for hundreds of feet waited for the next performance in below freezing weather. And the fourth and last point that caused the solemn New York Times and the New York Herald Tribune and other newspapers to comment editorially and to decry their lack of understanding of modern youth, was the mobs of boys and girls crowding the Paramount Theater to the tune of nearly thirty thousand in one day, and twenty-five thousand the next, to hear Benny Goodman's Swingtime Band. They began to come at 7:30 A. M., built fires in the street before the theater opened in the near zero weather, called out an extra police patrol, and inside the theater gave little attention to the picture, which was Mae West's latest. The intoxication of syncopation had seized the mob of youth to the bewilderment of their elders and the music critics. Was the mass psychology of the Boys and Girls Crusades still present in modern civilization? Could hysteria sweep modern youth, also, into its control? Was the savagery of syncopation a disease or a sign of insanity? These were the editorial plaints.

NEW YORK CITY opened its second semester with a decrease in enrollment. Last year's enrollment was 1,131,443. The estimated enrollment for the new term is 1,129,690, a drop of some eighteen hundred only. The breakdown of the figures shows a decrease of 16,242 in the elementary schools with a corresponding rise in the junior and senior high schools and vocational schools to balance the loss approximately.

A STUDY OF MALADJUSTMENT AND DELINQUENCY in the New York City Schools that has been going on for the past two years has finally been published in three parts. Its findings will be of interest to all educators faced with the pupil problems of maladjustment and delinquency. One of these is the close correlation of retardation and delinquency with the housing problem. The conclusion offered is that better social and living conditions will make for a population of higher intelligence, better health and fewer anti-social activities. As a result of this study Dr. Harold G. Campbell, Superintendent of Schools of New York City, has just appointed eleven committees to devise ways and means for action to solve the various phases of the problem. One phase is health, and a plan for school authorities to co-operate with health authorities to discover physical defects and then protect and improve the health of children. A second objective is that schools should enrich the social and esthetic life of the children by embarking upon a great program of after-school and evening activities. A third objective is for the schools to give the slower learners and duller children cultural values and intellectual skills, which, in the present New York system, as a whole, fly over their heads on account of the traditional educational approach. New York City, with Teachers College, Columbia University, and New York University within its environs, is commencing to advocate from the top the activity program and the ways of progressive education. Two-thirds of the pupils entering the New York City high schools are failing to graduate. Leaders are deciding that something is radically wrong and that new curricula should be evolved or else pupils should be assigned to schools which give them schooling within their capacity to grasp.

What to do with the slow learner always has been the problem of the schoolmaster. But with compulsory education in every state in the union it has of recent years, from San Francisco to Boston, been the bane of the schoolmaster's life. In most systems it is still true that the teacher spends her greatest labor in instructing the slow pupil, and that the bright pupil teaches himself. The grading of pupils as to their intelligence quotients and the segregation of those in the same levels is still a hotly debated problem. Some decry it as an unsocial grouping and claim that it is not real life. They claim that children learn from association with other children of higher intelligence. This learning may more than offset their loss from failure to keep up in academic subjects.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, and the New York City school system for the past three years have been conducting experimentation in The Speyer School, a laboratory school that fortunately deals with both the bright and the slower groups. It has been estimated that in New York City alone—and the rest of the country is proportionate—some 200,000 pupils are slow learners. The Speyer School has seven classes of slow learners taken from the immediate neighborhood of the school, which is located at 514 West 126th Street, and two classes of superior children selected from the whole city. The work is carried on under the guidance of the assistant principal, Miss Alice Kasper, aided by Teachers College Directors Dr. Leta S. Hollingsworth for the Terman (bright group) and Dr. William B. Featherstone for the Binet (slow groups). Dr. Benjamin B. Greenberg, assistant superintendent, represents the Board of Education in the direction and guidance of the school. It is interesting to note that Dr. Featherstone was for some years Director of Curriculum Construction for the city of Los Angeles.

As Miss Kasper states it, the objective of Public School 500 (The Speyer School) is to develop two types of curriculum: one suited to slow learning capacity, and the other adapted to the needs of children who are fast learners. The classes for

the slow are called Binet Classes; those for the rapid learners are called Terman Classes. Learning to read is the big problem of the Binet child. But small registers, with twenty-five the limit, an assisting teacher in each room, an abundance of supplementary material at all levels, as well as quantities of books based upon large units, have aided tremendously in developing interest and enthusiasm. For the Terman child, the aim is enrichment, through a widening of his interests, through a broadening of his sphere of activities. The aim is to develop the child to his fullest capacity according to his age and inheritance, utilizing appropriate cultural and institutional element provided by his environment. In this program are included: visits to museums, industrial and historical centers; inspections of large ocean liners, United States cruisers and airplane landing fields; excursions to parks, zoos, botanical gardens, etc. And yet, Miss Kasper says, the greatest problem we find is that of developing the right attitudes toward one's fellow pupils and life in general, and that problem has little to do with the acquiring of learning.

Perhaps the most pretentious educational trip of recent years of any secondary institution is the one that has been sponsored by Teachers College, Columbia University. A class in civics at the Lincoln High School, the secondary experimentation center, comprised of forty-eight pupils and twelve instructors, under the leadership of the principal, G. D. Baker, spent ten days on a two thousand mile trip to study regional planning as carried out by the Tennessee Valley Authority. The purpose was to seek direct information about democracy's answer to the concept of national planning, which has been the keystone of the internal policy of Fascist nations. The trip was planned to show the students all sides and phases of national planning. The students, according to the leaders, were not taken to the T. V. A. to have them agree or disagree with government ownership. Mr. Baker is in his first year as principal of the Lincoln High School. For years he did notable work in progressive education as principal of the South Pasadena Junior High School, South Pasadena, California.

The teaching of foreign languages in the elementary grades is to be pushed in the New York City schools. Teaching French to a selected group of Brooklyn pupils for the past two years has shown that they can do high school work and were able to pass Regent Examinations. Exceptionally bright pupils will be allowed to take the foreign language courses as they develop.

New Rochelle, New York, is just fifteen miles from the center of New York, a town of some 55,000 persons, located off Long Island Sound, and ideally situated for enjoyment of land and sea. Two hundred fifty years ago the Huguenots settled there, and the streets still bear the names of that time. New Rochelle of recent years has been a residential suburb of beautiful homes, the residence of many who make their living in New York City. As a suburban community it always has had pride in its schools, and those built recently are among the best structures in New York State.

This last July Harold C. Hunt came in as the new superintendent. A product of the educational systems of Michigan, Mr. Hunt for the previous three and a half years had been a superintendent of the Kalamazoo, Michigan, schools. At thirty-six years of age he accepted the superintendency of one of the choice locations in the metropolitan area of New York City. Briefly, his record is as follows: an A. B. from the University of Michigan in 1923, an M. A. in 1927, graduate work at Ann Arbor and the University of Chicago, with a continuation of graduate work now going on at Teachers College, Columbia University, for a doctor's degree. His teaching and supervision have included: four years as a social science instructor in the high school at Hastings, Michigan; six years at St. John's, Michigan—three as principal of the high school and three as superintendent; and then the superintendency at Kalamazoo, Michigan.

During his seven months in New Rochelle Superintendent Hunt has organized curriculum study groups in order to restate the problems facing the school system. He has carried on the rehabilitation of certain of the schools with the aid of W. P. A. money. He has reorganized the set-up of the school administration. One definite step was the formulation of the Rules and Regulations of the Board of Education, a general statement of the duties of the superintendent in relation to that of the Board of Education. The new rules designate the superintendent as the inaugurator of all school policies, the supreme authority in regard to selection of school personnel and its placement. In other words, the management of the school system, its policies and recommendations, are to come from the superintendent to the board for its approval or disapproval. This book of Rules and Regulations defining the duties of the superintendent in relation to that of the board of education has been declared to be one of the model statements of late years.

Further, with the idea of developing harmony in the entire system, he has organized a student council to meet once a month with the superintendent to discuss school and community problems. Fourteen boys and girls elected from the schools are on this council. In addition, there is an educational council of principals and teachers to discuss the educational scheme with the superintendent. Once a week each teacher in the system receives a bulletin giving events, notices and comment.

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PROBLEMS OF RURAL TEACHERS

By HELEN HEFFERNAN
Chief, Division of Elementary Education and Rural Schools
California State Department of Education

This paper was prepared for the conference called by San Diego State College last December to discuss problems of rural education.

The most encouraging aspect of this conference on the Problems of Rural Teachers was the optimism of the participants in facing the problems selected for discussion. Many rural education conferences are the source of a full fledged case of the blues because the attitude is taken that because of the financial limitations, the smallness and remoteness of rural schools, the apathy and indifference of the members of the community and the lack of cultural advantages in the rural environment, education is checkmated at the outset and there is little we can do about it save to have "a good cry."

The Significance of the Teacher's Attitudes

The title for this conference, "Problems of Rural Teachers," is evidence of recognition that the corner-stone of the entire educational structure is the teacher. The significant attitudes of teachers upon which all progress depends are: (1) ability to think in terms of human development and human values rather than in terms of subject matter to be taught, and (2) the ability to recognize values in the rural heritage.

The first point, the ability to think in terms of human values rather than in terms of subject matter to be covered, means a real child-centered school, one in which the teacher asks herself, "What do I need to know about these children to render them the service they need?" "What of their health, their out-of-school life, their past educative experience, their present level of maturity, their needs in learning to live their lives well?" Not "How much arithmetic can I make Johnny learn today?" "How many spelling words must each child learn a day to cover the text?"

Obstacles to the teacher's actually putting into practice an attitude based upon human values are: too much rigidity in courses of study, subject matter examinations, batteries of standardized subject matter tests covering items which may be entirely outside of the experience of the child and of little or no intrinsic value, too close adherence to textbooks and fear of parents who are too apt to measure school success in terms of school grades. But these obstacles are not insurmountable.

The second attitude, "to see the values in the rural heritage," is rapidly achieving acceptance. No environment is richer in possibilities for children to have first hand experience with nature. Animals, plants, rocks, soil, the work of wind and water, weather, are all a part of the immediate natural environment and should fill an increasingly larger place as an integrating center for the learning experiences of children. Rural children have close contact with tools and machines, they participate in the processes of production, processing and transportation of goods. Rural children can still have real responsibilities in relation to the life of the farm and home. But we have had little faith in these basic human problems as providing the richest of educational possibilities for the young. We have preferred to turn to a Fang Village in Africa, a Naga Village of Asia, the Eskimos and the Egyptians for our centers of interest. All of these cultures have their interest which could be explored in the extensive reading program the modern school provides, but need we travel so far afield with so much of meaning, vitality and beauty at our very doors?

Adaptation of Curriculum to Rural School Situation

One of the greatest difficulties confronting the rural teacher is the necessity of adapting a course of study designed for city school systems to the situation of a one-room rural school. In a recently published course of study in a distinctly rural state, one page of the total 660 is devoted to the problem of adapting the course to the rural schools. Obviously, the course-of-study makers should not leave the problem of adjustment entirely to the teacher. Dismissing so vital a problem with a glib "teachers in small rural schools will make necessary adaptations in accordance with their needs" gives the teacher no help and engenders suspicion in the reader that the course-of-study makers were unwilling or unable to face the issue realistically. The course of study for the small rural school must be oriented around the situation and present reasonably attainable goals.

The Preparation of Educators for the Rural Service

Teachers. The institutions responsible for the professional preparation of teachers have a definite obligation to adjust their curricula to meet the needs of those teachers who will probably go into rural work. The objectives of education are no different for the rural child than for the urban child. In the problems inherent in the rural situation, however, are found ample justification for differentiation if the teacher is to utilize environmental resources, adjust the educational program to the rural community, and organize instruction effectively to meet the needs of rural children.

In what should the differentiated curriculum for rural teachers consist? Rural teachers should have preparation to understand and utilize the environment by means of learning experiences in the field of science, nature study and agriculture; the basis of understanding rural life through adequate preparation in rural sociology and economics, a substantial course in rural education, and directed teaching in rural schools under proper supervision.

Demonstration classes should be provided, with age groups comparable to the one- and two-teacher school situation, where effective organization of learning experiences may be observed. Experienced teachers also welcome opportunity for similar observation in summer sessions. Those of us who have much opportunity to observe teaching overlook the fact that classroom teachers frequently completely lack such opportunity or that it is limited to staged "demonstration lessons" or occasional "visiting days." All teacher training institutions can render effective service by providing summer opportunity for teachers to observe a successful teacher meet the day-after-day problems of a typical rural situation and put into effect a truly child-centered educational program.

But the educational program in rural areas will fail to achieve its goal unless the ideas presented to the children can secure acceptance by the adults. It is no longer a matter of choice, whether the teacher will or will not supply leadership to the adults of the community. If the very purposes of education are not to be defeated, the teacher's responsibility is inescapable. It is my growing conviction that the aims of education may be achieved less directly but more effectively by devoting a larger part of our energies to working with the adults who create the home and community conditions which determine to a great extent what the child will become.

Young teachers in training need the socializing development which real service to a rural community would supply. The teacher preparing for rural service is most acutely in need, not only of a more penetrating understanding of the needs, but of the methods or techniques by which community service may be rendered. In the past, the teacher has been left in almost complete ignorance of the out-of-school responsibilities which must be accepted. The schools have not been very effective in the past in raising rural standards in the fields of home life, health, and social practices. This fact alone is sufficient justification for modifying curricula and administration of the teacher training program. Moreover, the college should continue its program of training after the young teacher is in service. A three-year interneship before a permanent credential is granted would not only result in better service to rural people but serve to keep the professional program of preparation more realistically attuned to genuine conditions and needs.

Supervisors and Administrators. One of these days, some institution for teacher education will attain fame by recognizing and providing the differentiation required in training for the supervisor and administrator in rural school systems. California has not been without its numbers of supervisors and administrators, who through their own initiative and perseverance have given a superior quality of educational leadership but much needs to be done in planning a specific program of training for rural supervisors and superintendents. A worthwhile study can be made by someone who will attack the problem of making an analysis of the job of a rural school supervisor and administrator (not as it is being done, necessarily, but as it should be done) and in terms of the real needs set up a program of suitable training.

The San Diego State College is to be congratulated on its leadership in sponsoring this conference. The college may achieve a position of leadership in a field tragically neglected even in this great rural state, in which there are still 1500 one-teacher schools and over 2300 employing fewer than four teachers. It is easier to work where the bands of professional approval play the loudest tunes; to be "progressive" in the effulgence of the limelight but no more genuine satisfaction ever comes to any teacher than the quick appreciation of the country boys and girls.

RURAL CONFERENCE AT SAN DIEGO

Under the leadership of Dr. Richmond Barbour, Principal of the Training School, San Diego State College, a group of rural school teachers, supervisors, administrators, and training teachers were called to a conference to discuss problems vital to their specific needs. Imperial, Riverside, Orange, San Bernardino, and San Diego Counties were represented. There were some three hundred in attendance. Curriculum adaptations of outstanding merit have been made in numerous small rural schools in the five counties included in the conference and these enterprises were reported in a splendid way by the teachers. Problems of community relationships, use of environment, and the physical plant were discussed by the group. The interest of San Diego State College in these important problems bids fair to reap worthwhile results. Definite plans were discussed relative to a similar conference in 1938.

RECENT PUBLICATIONS ON RURAL SCHOOLS

The Rural Community and its Schools, by Charles D. Lewis. American Book Company. Price, $2.50. A solid discussion, covering all sides of the subject, beginning with the historical development of rural units of school administration, and ending with a forecast of the future of rural education. Buildings, types of curricula best suited to one-teacher schools, selection and training of rural teachers, supervision—these are chapters of special interest to the teacher. Finances and administration, problems of consolidation and transportation, will be useful to trustees and superintendents. Chapters on other aspects of rural communities and their relation to the school complete the scope of the book.

Adapting Curriculum to the Small Rural School, by Helen Heffernan and Gladys L. Potter, in *"Educational Method"*, November, 1937. This is a comprehensive and practical discussion of the unit or activity type of learning experience, as it may be developed in a one-teacher school. The possible adjustment of such units to different ages is indicated in detail. A successful presentation of the philosophy of a way of teaching and its practical application to typical conditions.

Review of Conditions and Developments in Education in Rural and Other Sparsely Settled Areas, by Katherine M. Cook. Bulletin, 1937, No. 2, U. S. Dept. of the Interior, Office of Education. Presents descriptions and statistics of all phases of rural education in the United States. Frequent references to the achievements of California testify to the outstanding value of our rural school program among the school systems of the nation.

Recent Trends in Rural Planning, by William E. Cole and Hugh Price Crowe. Prentice Hall, 1937. Price, $3.50. While this book is a general discussion of rural economics and sociology, its chapters on rural education are of all the more interest to teachers because of the broad background. The emphasis of the book is that the resources of modern science, if wisely used, can solve the problems that have seemed inherent in rural life.

WE BUILD A RANGER STATION

By Margaret Neagle, *San Marcos Emergency School*
Leila Ann Taggart, *Director of Rural Education Santa Barbara County*

After receiving the report of the Rural Conference we sent a request to rural supervisors for accounts of activities carried on in one-room schools and based on the rural environment. We have received such interesting papers that choice among them is difficult. Some we shall hold for the March issue. If these accounts are typical of rural learning experiences we wish we were back in "the little red school house!"

This Conservation Unit was developed in the San Marcos Emergency Elementary School, which is a one-room school situated, in the Los Padres National Forest, twenty-one miles north of Santa Barbara. There is near the school no community in the organized sense of the word. The people who live there are either engaged in forestry or ranching. Immediately opposite is the Santa Ynez Ranger Station and the central warehouses for the CCC Camps of Los Padres National Forest. Sixteen miles above the school is Gibraltar Dam, which is the impounding reservoir for the water supply of the City of Santa Barbara.

The inauguration of the unit of work was based upon a consideration of the children's interests in aspects of their environment. When they came back to school after the long summer vacation, they were given much opportunity to discuss their activities of the vacation period. They were all anxious to describe events of forest fires in which some of their parents had taken part. Some of the children had afterwards visited the actual scenes of these fires. Further evidence of this interest was seen during the free play period at noon, during which the smaller children saw the playground as a giant forest threatened by terrific flames whose danger was removed only by their heroic efforts as forest service men.

The second day of school a discussion of stories of the summer's events continued, and the children asked questions such as: "What do the Forest Service men do first when they get to a fire?" What makes the fire move so fast?" and "Who pays the men to do the work?" A suggestion was made to go to the Ranger Station and Government warehouses to obtain information. The result was that, during the year, many excursions were made including visits to the Ranger Station, to the warehouses, to a fire lookout, to Forest Service headquarters, to the Lompoc Soil Conservation Camp, and to a silt dam.

When the children had decided upon certain construction activities including the building of a Ranger Station and a warehouse, they decided to build according to a scale based upon measurements of buildings in the vicinity of the school. When construction plans were made the demand for building materials was of paramount importance. The problem was solved by an intensive scouring of the environment for pieces of discarded lumber, screen nails, sand for cement mixtures, tools, paint, pieces of iron, steel, and wire and fence posts. Much of this material was hauled a considerable distance, and some was obtained upon request. Whenever it seemed impossible to get just the right type of material, a consideration of possible substitutes was made. The children became so interested in furnishing supplies, and were so assiduous in their search that many of the parents and Forest Service men became definitely interested in their exploits and offered help and suggestions. In fact, by this time the whole community was interested. The children even helped in obtaining reading materials. They found some excellent pamphlets, maps of forest areas, magazine and newspaper articles.

As the construction and research progressed the children became more and more aware of the features of their environment. When a rainstorm washed away part of their road, they became interested in soil erosion and discovered that erosion control was definitely allied with the work of the Forestry Service. Observation of the wild life around them stimulated further study of their own environment, and opened a new field of Forest Service work to them. The study of tree planting and watershed protection indicated to the children the scientific study necessary to planting all forms of vegetation. This encouraged research into the work of the Forest Service and resulted in the children experimenting with the soil of their own environment.

As the children carried out their own activities they became increasingly aware of the possibilities in their own environment. They discovered the best sources of information for varied activities, they gained a deeper understanding of the interaction of the various phases of nature, and of the far-reaching influence of geographic features upon our way of living. The further research done by seventh and eighth grade students brought forth new questions on water conservation and the building of dams.

Creative work resulting from this study was shown in music, art, and poetry. When children returned to school from excursions they relived what they had seen, in drawings, stories, and poems.

The year's work had taken them into an exhaustive study of forest fires, soil erosion, conservation of wild life, how a tree grows, and a study of the Forest Products Laboratory brought the year's work to a close.

This unit built for the child a set of appreciations which, judging from my observation of this same group this year, seems to be lasting. The children discovered real beauty in so many of the things around them that seeing and feeling this beauty, they were able to appreciate lovely descriptions and good imagery. An interest in good literature developed from this unit of work shows its effects in their choice of free reading. An understanding of the work of scientists, of the co-operation of government agencies, and a respect for the work of adults in their community were direct results of their year's work.

Within the classroom there were evidences of increased co-operation, of careful planning, of willingness to accept responsibility.

THE STORY OF RECORDS

By GRACE D. MINCH, *General Rural Supervisor, Tehama County*

"Are all the books in the world printed in the English language?" This question asked by a ten year old boy in an ungraded one-room school provided the starting point for an interesting study into the History of Records. The school, composed of thirteen pupils varying in age from six to fifteen years, and in school experiences from six months to eight years, was a typical rural one. The children had just completed a unit on Foods, which had been the outgrowth of a unit on Plant Life.

As this unit was pupil prompted, the teacher suggested that the children list all the questions, which they thought would help them find materials to answer their problem. Of what good is writing? How did people learn to write? Where did we get our alphabet? Why is language important? What was the first form of language? How did printing start? How were books made before people knew anything about printing? Are all the records we have made on paper? What kinds of records do we have at school? At home? What kinds of writing and printing can we find at school? At home? Where can we get books or papers printed in different languages? Why do not all people talk and write the same?

The children soon were looking in books at school to find any references about records. They early discovered that by using the Table of Contents and Indexes they could find such key words as, "Writing," "Printing," "Alphabet," "Books," and "Paper." Page references were noted in a class note book, and by this brief overview, the children decided that they should add more questions to their list. What was the writing of the Egyptians called? When and where was the first real printing done? What were the steps necessary in the development of printing? What is movable type, and where was it first made? What inventions were necessary before books could be printed? Of what were the first inks made? How were the first pens prepared? Why were Monks early makers of books? How was papyrus prepared? What is the difference between paper and papyrus? How was paper invented? Who first found out about paper? How has writing and printing helped man to increase his ability to communicate?

Each pupil chose the question or questions which he would like to answer. Whenever his references gave materials useful to another child, he made a note of the pages. Their interest soon centered around the beginnings of language. The smallest children noticed that their baby brothers and sisters only spoke name words. After a report on rebus writing, all the pupils tried to write a sentence in this way. Indian sign language was talked about, and the primary children "wrote" a story in the sand-table. The more advanced pupils attempted to write stories by using a copy of an Egyptian alphabet. Scrolls, made of ordinary paper fastened at either end by pieces of wood, were made by all children. They noticed how awkward it would be to have to do all their writing on scrolls. When cuneiform writing was discussed, the children decided to make their initials on native clay. They did this with a hand-made stylus. Scrapbooks were made with pictures of rebus writing, Egyptian writing, Phoenician and Greek alphabets. Alphabet books, such as, "A is for apple," etc., were made by the primary children, while a few of the older children tried to make copies of Greek, Roman, Phoenician and Egyptian alphabets.

Some, through the co-operation of high-school brothers and sisters made lists of such common words as, "boy," and "girl," in Spanish, German, and French. They were disappointed in not finding out how to write these words in Norwegian, although one member of the class could speak the language. A Japanese-English dictionary was presented to the class, and a few of the Japanese words were drawn. Some of the children found the signs used to teach the deaf to talk, and enjoyed trying this "sign language" for the other members of the school.

They were intersted to learn how we obtained Roman and Arabic numbers. All children enjoyed reading and writing Roman numerals. Upper grade children made lists of words showing some of the most common suffixes and prefixes. They also prepared similar lists of antonyms and synonyms. A small part of the time was spent in comparing pictures in the newer class books with those in books printed in the nineteenth century. They were more interested in knowing that picture writing had preceded writing than in following the evolution of making pictures. A few of the children experimented with making stencil designs. A vocabulary list of words that they had found in their reading was kept. This included such words as linotype, Esperanto, parchment, vellum, etc. Primary children learned to bind copies of their co-operative stories.

Upper grade children listed the steps which are followed from the time a manuscript is written until the time it emerges before the public as a book. They compared the way they wrote their lessons with the ways that Lincoln prepared his. They compared manuscript writing with script. In their club period, oral reports were given on such subjects as "The Gutenberg Press," "How Paper is Prepared," etc. Someone suggested that the best reports should be put into a class newspaper. An excursion was planned to a local newspaper. Here the children saw a newspaper prepared. They were particularly interested in the linotype machine, especially after their own names were printed on pieces of metal for them. They enjoyed a demonstration of how pictures are printed in papers. They noted how used type was melted so that it could be used over and over again. As an account of their visit was printed in the issue of the paper that they saw made, every child was delighted to receive a copy of the paper. A report of this visit was in the first issue of their class paper. Their editor, his staff composed of a sports editor, joke and riddle reporter, short story writer, completed their page with class poems and co-operative stories submitted by the primary children. This interest in newspapers lead to more of an interest in current happenings, and the bulletin board soon carried interesting news items as well as records of rainfall, weather maps, graphs, and cartoons.

Correlations

Geography: Location of the early seats of civilization, spotting on an outline map the homes of the Egyptians, Romans, Persians, and Phoenicians. Location of materials used in the preparation of paper and ink. Location of paper factories.

History: A study of the writing done by primitive people such as Indians, cavemen, etc. A study of the inventors and the problems they had to solve. The contributions made to writing, printing and language by various peoples.

Civics: An understanding of how civilization has been advanced by inventions of printing and writing. A realization that our language is the product of many peoples' contributions. An appreciation of how language has bound people closer together.

Science: Finding out how materials are prepared for writing, such as sisal, hemp, papyrus, wood-pulp and inks. Finding out how wasps make paper.

Health: Keeping an individual health record. Keeping a temperature record of the class room.

Art: Preparing charts showing forms of rebus, hieroglyphics, pictographs, charts and maps. Illustrating co-operative stories. Making stencils.

Reading: Finding information in library and reference books. Hunting for source materials and current events for their newspaper and bulletin board.

Arithmetic: Figuring words to a line in a class newspaper, the height of the letters, the width of the margins, and how many margins to a page. Learning how to read and write Roman numerals. Learning how to read graphs.

Language Arts: Composing co-operative stories and poems. Writing for materials such as charts of different qualities of paper, and charts of paints. Finding the meaning of such new words as: "Pictographs." Oral reports. Written reports for the newspaper. Learning the use of suffixes, prefixes, antonyms and synonyms. Setting up a criteria for oral and written reports. Writing in a more legible fashion. Learning to write all written work more carefully, seeing the relations between the size of letters.

Outcomes

Attitudes and Appreciations: An attitude of respect for the people who have contributed to our civilization. An attitude of appreciation of the work of those engaged in occupations that aid us in printing and in newspapers. An appreciation of the agencies that gave us oral and written language. An appreciation of those who work to make our everyday existence more pleasant and safe. An appreciation of the facilities offered us through the school and the library.

Habits and Skills: Ability to read for specific purposes. Ability to skim to locate worthwhile facts. Ability to use the Table of Contents and Indexes. Ability to take part in an oral discussion. Ability to read charts, maps and graphs. Ability to locate data to illustrate a point under discussion. Ability to judge what material is pertinent to the subject under discussion.

Knowledge and Understandings: (Note: The long list of achievements under this head is omitted. The items are implicit in the story of the unit.)

WE STUDY FOODS (OUR FAMILIES HELPED)

By Emily Rothlin, *General Supervisor, Yolo County*

A number of Yolo County Rural Teachers, working together as a committee to develop a learning Unit in terms of "Human Needs" selected "Foods" as the one which offered the most opportunity, in this area, for securing, for the child, direct experiences with his immediate environment and community and the county at large. It was also their opinion that it would be desirable to secure not only the interest, but the active participation of parents, trustees and other adults in the community.

"Foods" was divided, for convenience, into the following classes: fruits and nuts, vegetables, cereals, dairy foods, meat foods, fish, sugar and honey, other foods (including beverages). Careful group and individual planning by the teachers ensued, together with wide reading, participation in excursions, and much discussion and the gathering together of all available material. In due course units were launched, each beginning with the class of foods in which the children were most interested.

In solving the problem of how this basic need is met, problems of production (farming and agriculture); transportation and distribution; preparation of, or change into a new food (canneries, dairies, packing houses, flour mills, bakeries, refineries, and food factories); preservation (drying, curing, refrigeration); storage (warehouses); markets (wholesale and retail); producers' and consumers' problems: governmental inspection and regulation (sanitation and pure food laws); workers and their wages; pools, associations, co-operatives; problems involving conservation (soil erosion, flood control, disease and pest control) must receive consideration.

Direct experiences by means of excursions, observation, experimentation are being afforded the children through utilization of community resources and the active co-operation of parents, trustees and the numerous adults connected with the following enterprises or establishments: The University Farm at the College of Agriculture, a packing plant, a hatchery (chicks), almond hullers, both large and small (one is purported to be the largest in the world and to have the finest machinery of its kind), rice mills, sugar-beet refineries (two), conveniently located at opposite ends of the county, driers and dehydrators, dairies, warehouses, and, of course, all the opportunities of local orchards, vineyards and truck gardens to observe the preparation of the soil, sowing, cultivation and harvesting—all in season. Cattle, sheep and hog ranches with their facilities and equipment are also available.

Bakeries, restaurants, groceries, markets, canneries, the railroad freight depot, refrigerator cars, trucks, river boats and barges, the docks, the water filtration plant, ice and bottling works all are part of the learning environment and eagerly seized upon as the need for them arises.

Comparison with other parts of the state, with world areas and comparison of methods and machinery used are resulting in fine attitudes and appreciations as well as arousing interest in problems of consumption and world trade.

Interest in fruits, vegetables and nuts differing from their own, kinds of animals used elsewhere for meat, animals other than the cow and the goat whose milk is used as food send the children voluntarily to books and magazines as sources of information. They go to the library, they write for information, they consult others.

To learn that apples, pears, peaches, quinces, plums, cherries, apricots, blackberries and raspberries all belong to the "Rose Family" and to read the story of their migration to America is a thriller that really does compete with "Two-gun Pete"!

That a closer relationship and an awareness of each exists, the school and the community, is manifesting itself in numerous ways. A boy, in discussing an excursion said, "What an easy way to learn, you can see, and feel, and you don't have to wait to find out the answer." A teacher, after conducting her first excursion said, "I did not realize how many learning experiences could take place on an excursion. Even a week later the children still had new things to tell that they saw or learned about. They keep wanting to know when we are going again." Her answer was, as it should be, "When we need to go." Another boy said, "I did not know that Mr. Blank knew so much. He liked telling us all about the plant, didn't he?"

Parents are more and more volunteering the use of their cars. Do you suppose it is because they want to go, too? Yes, they do! One mother of three children who were studying fish surprised them with an oyster supper while they were on bi-valves. Another reported that her fish-man would get in some of the unfamiliar fish the children were interested in if the teacher would let him know. They plan to do this and to prepare the fish at school. In another school a mother was requested by her son to prepare rice as the Chinese do and to please serve it in a little bowl. She did and he produced the chopsticks that he had in readiness—his own make, of course.

A trustee brought a beehive to his school when they were taking up honey. He possessed a fund of information, was glad to talk to the group and made a real contribution.

In another school that studied beet, cane and maple sugar this occurred: The parents donated ingredients so that the children could make candy at school to obtain money by having a candy sale to buy candy from Vermont that was made of maple sugar. (A not too subtle double deal to the parents but it went over.) Correspondence took place between the Vermont Company and the children relative to the amount needed for a "fair sampling" for everyone and the price. The candy was made and sold, bringing in just the right amount to make the purchase, a money order was dispatched by them and in time the candy arrived, beautifully packed and wrapped. All were completely satisfied with the transaction.

That the unit is vital was revealed again when a teacher and parent remarked, "I just wish you could have seen Jackie last night. The Japanese Fisheries question was on the March of Time. Jackie sat on the edge of his seat, all eyes and ears. I was just as excited as he was because we had had such an interesting discussion about it at school and there it was! You have no idea all there is to know about foods."

Reciprocity is being established through invitations to come to hear our reports, to come to our culmination or summary, to come to school to see what we are doing and how much you have helped.

As is to be expected there is beckoning from beyond. Old Man World has a most engaging look! Films, both silent and sound such as the Story of Bread, the numerous food industries are available on request. And there are still other ways of getting acquainted with the Old Man! They say he is lots of fun!

CENTRAL SECTION ELEMENTARY SCHOOL PRINCIPALS MEET

By Leonard E. Van Dussen
Kerman Union Junior-Senior High School

Discussing the "Conservation of Human Resources," Dr. Walter F. Dexter, Superintendent of Public Instruction, spoke at the afternoon session of the Central Section, California Elementary School Principals' Association held in Fresno State College Auditorium on January 22. Dr. Dexter centered his remarks around the idea of preserving, creating and co-ordinating knowledge, pointing out the fact that society is reversing itself. "In days gone by the individual was under the influence of rigid puritanical authority centered in the church," said Dr. Dexter. "Later, authority was found in the conscience of the individual, running parallel to human experience. Today we recognize an inner freedom, a freedom controlled by an educated sensitized conscience." The progress of education, according to Dr. Dexter, consists of: (a) helping the individual to discover truth, truth being nothing more than right relationships through which education will, sooner or later, recognize the eternal values of life; (b) conserving freedom—America has always believed in a spirit of freedom more than in a spirit of liberty; the individual must develop self-restraint and with it self-reliance; he must bear responsibility for what he says, remembering that true freedom is an ordered freedom; (c) guarantee of security—the greatest security is that found in education. Education means character building and it is the responsibility of the teacher to assist in this. Honesty, honor, and integrity are established in the lives of children and there can be no freedom without these three virtues.

Greetings were given by Harry A. Buckalew, president of the California Elementary School Principals' Association at the morning session at which Miss Helen Heffernan, Chief of the Division of Elementary and Rural Schools, State Department of Education, presided. The general topic for discussion at this session was "Soil Conservation."

First speaker at the morning session was M. B. Pratt, State Forester, from Sacramento. Mr. Pratt spoke on "The Importance of Forestry in California," stressing the regulation of water, the production of a continuous crop of timber, recreational facilities, and preservation of fish and game. He closed his remarks with the words "If we would keep the valleys green below, we must keep the mountains green above."

Mr. Ralph W. Netterstrom, member of the United States Conservation Service, Santa Paula, told the effects of rain and wind in the process of erosion. Mr. Netterstrom showed a reel of motion pictures to make more graphic the various points stressed in his remarks.

LIBRARY NEWS DEPARTMENT

MABEL R. GILLIS
State Librarian

The following two articles contribute further ideas to our present thinking in regard to school libraries. Miss Gardiner is librarian of the Teachers Professional Library in Sacramento and also supervises the elementary and junior high school libraries. She is president this year of the School Library Association of California. Miss Backus is not only librarian of the San Jose State College but also head of the department of librarianship there. Both of these librarians write with the backing of their interesting and successful experience.

THE ELEMENTARY SCHOOL LIBRARY

By JEWEL GARDINER

The modern city school with its new and vitalized curriculum makes extensive use of large units of work or centers of interest. It is cognizant of the tremendous differences in individual capacities and recognizes the need for materials to meet these differences. Such a program involves extensive use of all library materials: books, reference works, pamphlets, clippings, magazines and pictures. Thus the library does not enter the modern elementary school as a "frill" or as something to "try out," but rather it comes as an essential feature of the entire school program.

Functions of the Modern School Library

Among the functions of the school library in the modern school are these important ones:

1. The library affords children an opportunity to indulge in the art of reading in all its aspects, and so forms the basis of the functional reading program. Mastery of the techniques of reading belongs in the classroom, while the library offers the greatest opportunity for exercising the knowledge of these techniques. "Reading" in the text-book-centered school consisted of a daily period devoted to the mastery of certain readers (most of them filled with material of little interest to the child) in the primary grades, and in upper grades to the dissecting of such classics as *"Snowbound"* or *"Evangeline."* Beyond this one period there was little time for reading.

2. The library becomes a source for reference materials, for both teacher and children, related to units of work being carried on in the classrooms. Such reference materials include supplementary books, reference books, pictures, pamphlet material, and magazines.

3. The library gives an opportunity for training in the use of books and libraries. Such training should guarantee more intelligent users of college and public libraries.

4. The library gives an opportunity for children to develop a lasting interest in reading, both for pleasure and for securing information, and so books become for them an important source for enlarging experiences.

5. As a last function the library affords a central agency in the school for the organization, maintenance, and circulation of books and other reference materials.

Activities of the Library

Certain types of activities are invariably involved if these functions are to be carried out. One of the most important of these activities is the free reading period. During such periods the child is given an opportunity to read—just for fun. He follows his own particular line of interest, making his own selections, although the careful guidance of the school librarian is often a factor in his securing the right book at the right time. As he continues to read, he is developing speed and efficiency by practicing the art. Nothing is more satisfying to the child than that "thrill" which comes from having read a "whole book" for the first time.

Another activity of importance is that of lessons on the use of books and libraries. Such lessons help to make the child an independent user of the library, and independence is something sought by all, no matter what the task may be. Such work must begin as soon as the child begins to make use of the library. Third grade children for example learn that books are shelved from left to right, according to a definite plan, and that they must be returned to their proper places on the shelves according to the marks on the backs. Children of the elementary grades may be expected to know the uses of the card catalog and how to use it, classification numbers which are used continually, how to use intelligently such reference books as the dictionary, encyclopedias, the World Almanac, atlases, and how to make proper use of tables of contents and indices in books.

Reference reading, or reading on assignment from the classroom teacher gives ample opportunity for the child to show how well he can make use of library tools. He learns that this type of reading requires more thought, and in order to report his findings to the class, he must learn how to take notes intelligently. Many school librarians instruct children in note taking as part of their regular reference work.

Informal group discussions centering about books, authors, and illustrators play a part in making books and reading attractive to children. Formal book reviews and book reports, written or oral, on the other hand, constitute all too frequently one of the surest means of developing a lasting dislike for reading. They must be used with great discretion.

Functions and activities such as these do not come about automatically in any school, and effective library service depends to a great extent upon the type of elementary school program in operation.

Features of a Desirable School Library Program

A library must be set up in the school. We cannot hope to carry out the functions listed by making use of a nearby branch of a public library, or by small classroom collections. The library may take the form of a special room, in large schools, set up and equipped according to certain library standards, and in small schools it may take the form of a library corner in the classroom. Such a corner needs to have shelving, a table and chairs where possible, a piece of bulletin board, everything possible to give it "library atmosphere."

After obtaining the library in the school, attention must next be centered on the book collection. Effective service comes only when there is an adequate and well selected book collection, balanced as to subject fields, including a wide field of interests and providing for different reading levels. The small amount of money allotted for library books in most school budgets necessitates wise and careful expenditure of funds.

Use of Library Facilities

The school program must make adequate and regular provision for the use of the library. No matter how fine the library set-up is, or how splendid the book collection, effective service does not come about unless there is specific provision made for its use. Such use will never be important if it is left to the casual plans of the teachers. A daily schedule of classes to the library as part of the regular program seems essential if the library is to become a vital and integrating factor in the school. If the library consists only of a library corner in the classroom, the same provision is needed. Individuals or small groups sent from the classroom for special work can usually be accommodated in addition to the regular class.

Courses of study need to be planned in such a way that there is a definite tie-up with library materials. This may be done by listing at the end of each unit of work, a bibliography of library materials related to the unit. Such a scheme lends itself particularly well in the fields of science and social studies.

Even with such definite provisions as these two, there is still need for a definite plan for circulation of library materials to and from the classrooms. Just as the classroom must permeate the library, so the library must be carried into the classroom. Certain books are needed in the classroom for the duration of a unit of work, others are needed only for a day, or for a period, and an essential part of any planned library program is to make provision for these needs. It is just as important that books be returned to the library when they are no longer needed in a particular classroom, as it is that they be sent to the classroom, since careful plans for circulation eliminate wasteful duplication of titles.

Personnel Problems

Behind the purposes discussed, behind the activities suggested, and behind the program needed to carry out such purposes and activities, is the all important matter of the personnel involved. The part of the principal in these matters cannot be stressed too much. He, after all, is responsible for the success or failure of his school. Effective service involves the principal, the school librarian, and the teachers in the school. Close co-operation among all the personnel involved is essential to success.

TRAINING FOR ELEMENTARY SCHOOL LIBRARY SERVICE

By JOYCE BACKUS

The development of elementary school libraries is a natural result of the adoption of instructional methods emphasizing the use of many books and a wide variety of materials instead of the single text-book, the change from the memory or rote system of learning to the experience or activity

method. In the progressive school the library has become the correlating agency in all instructional activities, it plays an important part in the development of units of work in the classroom, in every activity in the school program. It is a new type library, working with children in a different relationship from that of the children's room of the public library, similar to but different in many ways from the secondary school library. The chief objective of the elementary school is child development. The librarian endeavors to assist the child to discover himself through books, to develop his individuality, to adjust himself to his social responsibility by finding what he likes, what he can do, how he can participate in and contribute to his group.

Instructional Function of School Library

One of the primary functions of the elementary school library then must be instructional. The librarian shares in the activities of the classrooms by working with the teachers in the development and enrichment of units of work. Through the provision of a wide selection of interesting and readable books the library stimulates interest in classroom projects, arouses curiosity, opens new avenues for exploration and discovery. The library becomes a means for the development of good study habits, it stimulates the power of self-direction, and awakens a realization of the library as a tool for self-education. But to be effective, proper use of the library cannot be left to child initiative, haphazard chance, or wishful planning. There must be carefully planned and properly correlated instruction to class groups, or casual and informal instruction to individuals as need arises or occasion offers. The librarian must know what is going on in every classroom so that she may know what materials will be stimulating and can be used effectively, when and how instruction could be given. She must be a master teacher, know how to work with children of all grades, know their reading abilities and problems, and especially must she know child psychology, and child interests.

Other Functions Sometimes Neglected

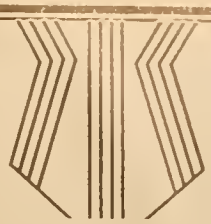
In emphasizing the teaching function or educational aim of the elementary school library, equally important activities of the library, those of stimulating interest in reading, developing good reading habits, literary taste and discrimination must not be overlooked or underestimated. These functions of the elementary school library are often slighted or neglected because results cannot be appraised by educational tests and measuring devices. Reading is an aesthetic experience the accrued values of which are imponderable. The child immersed in a book is off on a private adventure common with none. Providing this personal pleasure, the power and the life which books reveal must be the primary objective of every library. Children cannot be taught or given pleasure in reading. They must find it themselves. The library and the librarians endeavor to furnish a pleasant and happy environment and atmosphere conducive to reading, a selection of books which will stimulate the imagination, and meet every child's interest on the proper reading level.

Qualifications of Successful School Librarian

The training of the elementary school librarian must be such as will enable her to organize and administer the type of library service in her school which will make the library program effective, and successful in attaining its objectives. It is difficult and far from desirable to prescribe courses or number of units in a field of work which is so dependent on personality, literary background and appreciations, technical skills, adaptability and imagination. The elementary school librarian needs to be highly qualified in her profession of librarianship. She must be so thoroughly grounded in the principles and philosophy of librarianship, so skillful in her library techniques that the administrations and routines of the library take their proper place beside the more important functions of instruction and reading guidance. She needs training in cataloging, circulation and order routines, the care, arrangement and handling of library materials. She needs to know how to create and maintain an attractive room with atmosphere which will be conducive to study and browsing. Most important in her preparation must be those studies which have to do with children's books for general reading and reference work. A wise knowledge of children's literature should be based on genuine love and appreciation of good books. The librarian needs to understand the difficulties children encounter in reading, what books are suited to children of every reading level and age. A sympathetic knowledge of the problems of child development must be accompanied by an ability to inspire and guide, to pass on to children some of the delight and personal pleasure she herself has found in books. In order to work successfully in the school the librarian needs to be trained in educational principles and practices so that she can work with children and teachers. Her training needs to be such as will stimulate the ability to recognize opportunities for service and to adapt accepted methods and practices to the accomplishment of her objectives. She needs to know how to devise effective procedures, how to build an organization flexible and adaptable to school needs, balanced in its activities between instructional program and work with individual children in developing good reading habits, literary appreciation and judgment.

The Teacher and the Librarian

The teacher and the librarian are working in the same organization, have the same objectives, their work differing chiefly in emphasis. Their training then should be similar. Both need wide general knowledge, thorough understanding of child psychology and the problems of child development, literary background and appreciation based on wide knowledge of children's books, children's reading interests, problems and tastes. The librarian should be trained for efficient, effective organization and administration of the school library, the teacher in a clear understanding of the function of the library and how to use it in her teaching. The maximum integration of learning will be achieved when both teacher and librarian working together make every possible curricular connection between classroom work and the books in the school library, guiding children through vivid and meaningful reading experiences to good study habits and literary appreciation.



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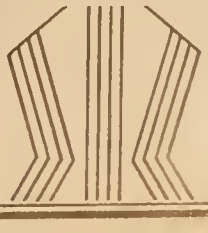

SCHOOL TRUSTEES DEPARTMENT

FLORENCE C. PORTER
Editor

THE PRESIDENT'S MESSAGE

By G. LEVIN AYNESWORTH

The Trustees may have an opportunity to aid materially in promoting the educational program at the Golden Gate International Exposition, to be held in San Francisco in 1939. The schools of the State are to be asked to do whatever they can to make the educational features of the Exposition a marked success. It will be our responsibility to aid the superintendents, principals, teachers and pupils in all possible ways, in their efforts to build and present a premier educational exhibit of the California schools, one of which we can justly be proud. We have schools, equipment and faculty equal to the best, and let us demonstrate that fact by the excellence of our contribution to the Fair's success. The Exposition's Educational Committee, of which your President is a minor member, may develop some sort of commendable county rivalry in entertainment features conducted by the schools at the Exposition ground. If this plan develops, you will hear much of it later on.

TURLOCK SCHOOL TRUSTEES SPONSOR LIBRARIES

By W. N. GRAYBIEL

At this time of year school directors are beginning to plan for next year's activities. This is particularly true in the matter of supplementary reading. In some schools of the state County Library facilities are available for elementary grades; in other places Boards of Education have provided well-equipped libraries for individual schools. Turlock Elementary School District is a fine example of what may be achieved in this regard, and we are indebted to Mr. W. N. Graybiel for the following description of facilities provided in Turlock schools.

Modern school libraries are considered the very heart of a progressive elementary school. We live in a reading age and school experiences should be extended to building an intelligent reading habit. Curricula and courses of study are being expanded and enriched, particularly the social studies. Modern procedure, as the activity program, and increased attention to the individual pupil, all tend to do away with a single text and require pupils to use library materials extensively.

To meet this need Turlock Elementary Schools organized libraries in 1930. Materials were centralized in one library in each of our two buildings with a teacher librarian in charge. Each library contains about six thousand books which are classified according to the simplified Dewey Decimal System. Twelve magazines are regularly supplied for pupil use. The library also contains sets of encyclopedias, dictionaries, supplementary readers, picture files, pamphlets, collections of free materials, posters, charts, maps, globe, visual aids, and professional reading books. Books are selected from recognized library lists and from recommendations of teachers who are library conscious and visit large book stores. The card catalog and files were furnished by the Parent-Teacher Association. Tables and open shelves were made in the manual training department.

The libraries are made easily accessible to all pupils and teachers. Materials may be checked by teachers to their rooms. Pupils are free to come from 8:15 to 9:00 in the morning and from 12:30 to 1:00 at noon to read. Each class above the fourth grade is scheduled for two periods a week in the library. These periods are used for instruction in library technique and also for free reading. Some time is devoted to advertising new books. We have expended annually on our two libraries approximately twelve hundred dollars.

In the technique period children are taught how to handle and care for books, to shelve them, to use the card catalog, to use encyclopedias, dictionaries, the Readers' Guide and almanacs. In one of the schools the upper grades have a library club in which students learn how to classify, file and work with books. Bulletin boards are attractively arranged by a committee weekly.

The use made of the libraries has been very gratifying. Results of standard tests show the reading record of the Turlock schools to be above that of the average. Pupils and teachers are agreed as to the value and enrichment which have resulted from the use of the libraries.

FRESNO COUNTY UNIT OF SCHOOL TRUSTEES

By ANDREW W. LYONS

In the organization of the California School Trustees Association, provision was made for county organizations of trustees to be known as County Units. Fresno County has been for some years most active along these lines, and Mr. Andrew W. Lyons, Clerk of Washington U. H. S. Board of Education near Fresno, is authority for the following statements:

You no doubt have heard the old adage "To succeed we must ever move forward." Let us not be content with the fact that we have an association of School Trustees, but let us make use of that association to bring to pass the purpose for which it was formed. Let us not consider our association simply a political weapon to be used to secure legislation of benefit to school districts, but let us make use of it as an endeavor to give wider use of our schools throughout the county and state. Let us make use of it as a means of educating the new trustee (and the old) by an exchange of ideas and at the same time get acquainted with one another, for we are all interested in the same line of endeavor.

Fresno County is very proud of its Association of School Trustees. We are a charter member of the State Association and one of the oldest County Associations in the State of California. If the association in your county is not quite as active as you would like to see it, let me pass on to you the method through which we have attained our success.

First of all we hold regular monthly meetings on the third Tuesday evening throughout the school year. These meetings are never held in the same place consecutively. We have in our county approximately fifteen high schools each with an average of ten elementary schools in their respective districts. The monthly meetings are rotated among these high schools with the school entertaining being designated as the Host School.

Monthly notices to the trustees throughout the county are mailed notifying them of the district and reservation cards are enclosed for mailing to the Host School whose duty it is to prepare, with the aid of their Home Economics Class and their Music Department, a meal and entertainment during the meal. Each trustee as he arrives donates his 35 cents to defray the cost of the meal.

Our program committee is ever active to present for discussion matters of interest to the trustees and these programs together with the problems and ideas which are propounded by the individual members from the floor usually culminate in a very interesting evening. We conclude the meetings with a speaker who has a special message of immediate interest. By rotating these meetings we keep up the interest of the various high schools who send busses to the meetings transporting the elementary and high school trustees in their district at times a distance of twenty-five miles and in some instances sixty miles. In this way we touch the home district of each trustee in the county which accounts for the average attendance at our meetings of approximately one hundred and fifty trustees.

If you wish to build a successful association in your county may I recommend for a trial the procedure followed by our Association in Fresno County and I can assure you that with the organization of all school trustees in California on as large a basis as we have in Fresno that our State Association would automatically become one of the leading factors in the social, educational and political system of our government.

HIGHWAY SAFETY

By EARL LEE KELLY, *Director of Public Works, State of California*

In many sections of California, the defacing and destruction of State Highway signs is increasing to an alarming extent.

Recently it became necessary for me to appeal to the citizens throughout the State to co-operate with the Division of Highways and the California Highway Patrol in bringing about the arrest and prosecution of persons responsible for destroying important highway safety signs. The damage to these signs from bullet holes is becoming a factor that is seriously reducing the efficiency of our signs and endangering human life.

For example, a newly signed U. S. numbered route was inspected last summer two weeks after the numbered shields were installed and all but one shield in a stretch of forty miles had been pierced by bullets. One reflector erected to warn motorists of a dangerous "S" curve and concrete culvert on the Jack Tone Road two miles south of Lockeford in San Joaquin County was

blasted with 14 bullets and 47 of 51 reflectors were pried from the sign, making its warning message virtually non-visible to night drivers.

To persons who may feel impelled to deface highway signs I serve warning that the vehicle code provides a maximum sentence for such vandalism of $500 fine and six months in jail or both.

The highways of the State of California are well signed. These signs are placed at great expense to enable motorists, particularly strangers, to travel with safety. They are signs paid for by the people out of the gasoline tax and motor vehicle registration funds.

There are some people using our highways who apparently think these signs were placed for target practice. The damage to these signs from bullet holes is becoming a serious problem to the Division of Highways. The Division of Highways has made a study of this vandalism to determine when the greatest damage occurs. Its studies show that very little if any damage is done during hunting season.

The greatest damage is done with 22 caliber cartridges and during the months of June, July and August. Are we to assume, then, that vacationists are responsible for this destruction of our signs?

Only an aroused public opinion will stop this vandalism. I consider it to be the duty of every citizen who witnesses such an act of vandalism to co-operate with the Division of Highways in prosecuting the guilty person or persons and I appeal to the men and women of California who believe in highway safety to assist us in putting an end to this condition menacing to life and property on our highways.

Not only is life and property on our highways endangered by the destruction of highway signs, but the cost of replacing a mutilated sign equipped with reflectors costs the people of this State $8 and the monetary cost to the State of this vandalism is considerable.

An aroused citizenry, co-operating with the Division of Highways and the California Highway Patrol, will put an end to the useless destruction of highway signs.

TRAFFIC PROBLEMS

The Annual Convention of the State Traffic Safety Commission was held on January 28 and 29 in the city of Fresno. Attended by representatives of many civic organizations from various parts of the state, the convention was replete with plans to curb the present appalling loss of life from traffic accidents. Ray Ingels, Director of the State Department of Motor Vehicles, blamed high speed, drunken, reckless and careless driving as the greatest contributing factors in the increase of accidents. In spite of the efforts of many Safety Groups, accidents have continued to mount, thus indicating that the proper safety program has not yet been effected. Mr. Ingels urged three definite phases to be considered in the war against traffic hazards:

1. That each organization take one phase of the highway hazard problem, and dedicate its efforts along that line.
2. That the work of the various groups be co-ordinated by the State Traffic Safety Commission, and
3. That duplication of effort be eliminated as nearly as possible so that the entire program may be covered in the most efficient manner.

Other highlights of the conference were presented by delegates from other organizations engaged in the campaign against driving hazards. Among the groups so represented were the American Red Cross, California Federation of Women's Clubs, California Teachers Association, State Chamber of Commerce, P.-T. A., and the California School Trustees Association.

W. J. Klopp, president of the Long Beach Traffic Council arranged an effective presentation of "Youth in the Safety Movement." Two young men students of the Long Beach Polytechnic Speakers Bureau, Mr. Niel Nielsen and Mr. Edward Lethers, were present and spoke on "Traffic Safety" and "Rules of the Game" respectively. The Long Beach Traffic Safety Council, aided by a group of 100 high school students, were successful in arousing public interest in traffic safety, so that fatalities during the Christmas holidays were greatly reduced. Various suggestions for renewed activities resulted in the passing of a series of Resolutions looking toward an immediate co-ordination of the activities of various organizations and study of possible legislative needs for a more adequate enforcement of traffic laws.

COURT DECISIONS AFFECTING SCHOOLS

In the case of Bellman vs. San Francisco High School District, 94 C. C. 561, decided November 22, 1937, the Supreme Court held that a pupil injured while taking tumbling exercises in a physical education class could recover damages sustained by reason of such injuries.

The decision may make it advisable to discontinue all forms of physical exercise in the school program which involve any hazard to the life or limb of a pupil. Apparently the pupil had been given proper instructions and there seemed to be an absence of negligence, although the jury found to the contrary. This matter must be given serious attention by educators and governing boards generally.

In the case of Richardson vs. Board of Education of Los Angeles City School Districts, 6 Cal. (2) 583, the Court, in conformity to the Code, held that governing boards could establish and enforce reasonable rules and regulations and determine the minimum number of days required of a teacher to constitute a school year. Apparently Boards may establish any rules and regulations which are reasonable and fair and tend to promote the best interests of the schools.

DEDICATION OF RECREATION CENTER

By C. W. Pierce, M. D.
Member of Board of Education
City of Los Angeles

Dreams of many years on the part of Los Angeles playground authorities culminated on Saturday afternoon, January 22, when the big 30-acre Rancho Cienega Recreation Center was dedicated and opened to public use. Joining with the playgrounds department in elation over the opening were heads of the Los Angeles City schools, for the new playgrounds will serve as an auxil-

LEWIS'S RURAL COMMUNITY AND ITS SCHOOLS

Here is a new book for all interested in rural schools—trustees, teachers, administrators, supervisors, librarians, parents.

This book is more than a narrow discussion of rural schools, and how to make them better academically. It gives a clear picture of the rural community—its peculiar psychology, its economic problems, its social inquisitiveness and distrust, its political efforts to protect itself—all in relation to the great basic calling of agriculture. These factors give understanding and significance to the educational plans suggested for the betterment of rural life.

Will C. Wood, our great Superintendent of Public Instruction in the 1920's, once said:

"There's not much use in calking the cracks in a barrel while the bung-hole is open."

So there's not much use in talking about betterments in rural education until the two great factors of adequate financial support and effective administration have been reasonably provided for. In California the financial problem has been solved fairly well through state equalization of school funds. But we have been very slow in moving toward consolidated schools.

This book discusses these two fundamental factors of finance and administration helpfully, and then suggests several needed improvements in rural life and education, such as better teaching and sympathetic community leadership. To these chapters are added a good picture of what rural schools are doing in several European countries—a picture we need in California.

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iary for the new Susan B. Dorsey High School.

Largest of all of Los Angeles' playgrounds, the new Rancho Cienega unit contains, among other facilities, four baseball diamonds, two softball diamonds, a dozen tennis courts, two soccer and football fields, an archery range, a 6,000 seat athletic stadium, basketball, volleyball, croquet and horseshoe courts, an outdoor gymnasium, a children's playground and parking facilities for 400 cars. It was developed at a cost of $218,971, of which the Federal Government contributed $166,824 and the Los Angeles Department of Playgrounds and Recreation $52,147. The unit was developed under the guidance of the Works Project Administration.

The site was donated to the City of Los Angeles by Mrs. Anita M. Baldwin, out of her holdings of 4,480 acres in the Rancho O Paso de Catijeras (the ranch of the pass of the scissors), which was an original Mexican grant of 1843 by the then Governor of California, Micheltorena. The new playgrounds adjoin the new Susan B. Dorsey High School on Exposition Boulevard just east of La Brea Avenue.

Dedication ceremonies opened with a concert by the Loyola University band under the direction of Director John T. Boudreau, and featured the acceptance of the new unit in behalf of the city by Mayor Frank L. Shaw and President Laura E. Hadlock of the Municipal Playgrounds Commission. Other speakers on the dedication program were Dr. C. W. Pierce of the Los Angeles Board of Education, Councilman Robert S. MacAlister, Mrs. Virgil Frampton, Public Welfare Director of the 10th District P.-T.A., and others. Following the dedication a sports and athletic carnival was staged, in which local stars gave exhibitions of tennis, archery, baseball, soccer, horseshoes and other popular sports.

Opening of the new playgrounds will give the new high school access to one of the most elaborate athletic plants in the entire school system.

WHY ADULT EDUCATION?

By GEORGE R. WELLS

California was one of the first states to establish a state-wide program of Adult Education. Believing that the most effective conduct of public affairs derives from an informed public opinion, and realizing that Boards of Education occupy a key position in the advancement of any adult education program, this department will endeavor to give publicity to outstanding achievements in various sections of California.

In Santa Ana, Adult Education has come to be accepted as one of the most valuable services offered by the school system, and the Santa Ana Board of Education is enthusiastic in its support of this activity. Mr. George R. Wells, as President of the Board, contributes the following:

Free public education is a new venture in civilization. It is too young to have fully proven its worth. It is still extending its field of service. Adult Education is one of its newest ventures, so it is well for those who determine educational policies to consider carefully why expenses for an adult education program should be included in the total budget of a school district.

All public education is justified upon the basis that a democratic society is dependent upon an intelligent citizenry hence it behooves that society to provide a means of educating its citizens. Adults are citizens and the educational experiences of childhood are not sufficient to meet the demands of our rapidly changing civilization. Continued learning is necessary. Our schools furnish the logical and most economical set-up to provide continuous learning opportunities. The over-head expense of housing and administration already exists. Buildings and equipment can be used for adults during hours that they would otherwise remain idle. Thus, the community greatly increases the value of its investment. By no other plan can the public become so well informed concerning school conditions, activities and needs as by weekly use of these buildings and equipment. An average evening school program will bring several hundred adults into a working contact with the day school every day in the week.

A cross section of society is served by a well balanced program:

- English, home-making and naturalization classes are offered the foreign born.
- Functional literacy of all adults becomes a possibility.
- Many who are seriously handicapped in obtaining a position because of the growing demand for at least a high school education may complete their high school work in the adult classes.
- Tradesmen can receive training to help them become economically efficient.
- Parent education is offered to the end that children may have a fairer chance in life.
- International, cultural and social problems are all presented according to the needs and interest of the community.
- All ages respond from eighteen to eighty, rich and poor, illiterate and university graduates. A normal curve of society is efficiently and inexpensively served by a well organized adult program.

NEWS NOTES

THE KERN COUNTY GRAND JURY has recommended to the Board of Supervisors that arrangements be made for the regular inspection of all gas installations in public school buildings, as a safeguard against conditions which might prove dangerous or result in explosions. The recommendation also extended to wiring for electricity, and for proper water connections to protect the schools in case of fire, and urged the appointment of an inspector who would be responsible for checking these conditions.

THE BOARD OF EDUCATION of the Bakersfield City Schools is announcing the completion of its new reinforced concrete Administration Building located at the corner of 16th and K streets in Bakersfield. The main section of the building contains commodious offices for the Superintendent, Assistant Superintendent, Health Department, Visual Education Department, and various supervisors. At one end of the building ample accommodations are provided for the Manual Arts and Home Economics classes of Emerson Junior High School, located in the same block. The new building was built and furnished at a cost of $85,000.

It is suggested that when you have read this magazine, you pass it on to another trustee.

CONSTITUTION APPRECIATION

By BERNARD C. ELY,
A.B., A.M., Stanford University

FEATURES

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Annual Convention . . Los Angeles . . September 3, 4, 5, 1938

WESTERN SCHOOL NEWS

WE ARE SHOCKED to learn of the sudden passing of David E. Martin, Alameda County Superintendent of Schools on the night of February 8. He had attended a meeting, given a talk and been in excellent health and spirits. He returned home in the evening, retired about the usual time and within a few moments was dead of a sudden heart attack.

Mr. Martin has been Superintendent of Schools in Alameda County for the past seventeen years. He was born and educated in Nebraska and did his first teaching there. He came to California in 1898 and did his first teaching in this state in the Hardwick School in Kings County. From there he went to Santa Rosa where he taught under E. Morris Cox. In 1905 he became principal of the Livermore School where he remained until he came into the Alameda County department in 1919 as assistant superintendent of schools under George W. Frick. In September, 1921, Mr. Frick died and Dave Martin was appointed County Superintendent of Schools by the supervisors.

He was a member of the Alameda County Educational Association and the California Teachers Association. He was for a time a director of the latter association and was a member of long standing of the Bay Council and the State Council of Education. He was president of the California State Association of County Superintendents since its organization in 1931, member of the American Association of School Administrators (formerly known as the Department of Superintendents of the N. E. A.). He is survived by his widow, Alice Orne Martin, and two sons, Frank and Perry.

Mr. Martin was a forceful personality, well-known throughout the state. In the many times he stood for re-election only once did he have an opponent and that hardy individual was defeated in the primaries. Mr. Martin was a hard fighter for what he believed to be right for the schools, but he was gentle and kindly to his teachers and much beloved throughout the county.

GEORGE W. HALL, Superintendent of the San Mateo Elementary School District, resigned on January 20. He has served the San Mateo Schools in this capacity for forty-five years.

Superintendent Hall's teaching career began, when he was eighteen years of age, as principal of the Searsville School. All but two of the fifty-nine years he has taught were spent in San Mateo County. In 1882-83 he went into Modoc County as principal of the Fort Bidwell Grammar School. In 1884 he was invited to return to San Mateo County as principal of the Half Moon Bay School. His work in Half Moon Bay attracted the attention of the trustees of the San Mateo Elementary School, and in 1893 he was persuaded to leave the coastside. He has been in the San Mateo City Schools ever since that time.

It has always been a pleasure to call upon Mr. Hall and to discuss with him school problems in general. We called on him once early in 1924. The problem we were presenting could only be answered by the classroom teacher herself, he said, so he sent us, as he said, to one of his most progressive teachers. This was our first introduction to Pansy Abbott.

Whenever we see him it is always a temptation to ask questions about the early days in San Mateo County and to hear stories of the days when our own small three acre place at Redwood City was part of a great field in which as a boy he had followed the plow. He tells a vivid story of the Searsville School beside a stream in a deep valley south of Woodside. The stream was dammed, the water rose to form the Searsville Lake, the source of irrigation for the Stanford campus, and the little school went out of existence at the bottom of the lake.

Mr. Hall has given many years of devoted service both to the San Mateo City and County schools. For forty years he has been a member of the county board of education, serving many years as its president. He remains on the county board and in that capacity will continue to take an active interest in county school affairs.

LEIL Y. YOUNG, principal of the Lawrence School, was appointed by the San Mateo Board of Trustees as superintendent to succeed George W. Hall, resigned.

Mr. Young was born in Michigan. He is a graduate of the United States Naval Academy at Annapolis, class of 1921. Following his graduation he spent five years at sea. He became interested in teaching and after his service at sea took a position in the Tamalpais Military School in Marin County. His first experience in the public schools was as a teacher in Hillsborough for the years 1929-1931. In 1931 he entered the San Mateo system, doing general supervision for two years. In 1933 he took the position of principal of the Lawrence School which position he has held until his appointment as superintendent in January. In addition to his work as teaching principal, Mr. Young conducted teachers meetings after school and worked with Mr. Hall in the development of a series of growth in service programs. In addition to his degree from Annapolis, Mr. Young secured a master's degree at the University of California and is now working for the Master of Education degree which is given by Stanford University.

THE REDWOOD CITY school enrollment shows one hundred more children in January 1938 than in January 1937. The total enrollment of the elementary schools is about 2,072. The schools have been filled to capacity and this year's increase has caused the McKinley School to be badly crowded. Plans are under way for expansion. An option has been taken on a new school site which will be purchased next fall. Enough funds will at that time be available to take care of this purchase.

There are six buildings in the system which comprises seven schools. The McKinley houses two schools, a primary and an intermediate school. The latter is composed of the seventh and eighth grades. Mr. Ralph Case is the principal of the primary school and Mrs. Lauretta Paulsen is the principal of the intermediate school. Mr. Case succeeds Mr. Andrew Spinas who was appointed acting superintendent following Mr. Gill's death last spring. In June of 1937 Mr. Spinas who had been acting superintendent for four months was elected superintendent.

Mr. Spinas is a native son and is a member of the order of Native Sons. He was born in Humboldt County and graduated from the Humboldt State College with additional work at the University of California. He had been eleven years in the Redwood City system as teacher and principal before becoming superintendent. The Redwood City teachers work closely with the county office serving on curriculum committees and following the county course of study.

Mr. Spinas is emphasizing music in the Redwood City system. The orchestra has a splendid reputation among elementary school orchestras in the county. Ronald Spink is the director and is now in his second year in the system. Mr. Spink is from San Jose State College. Francis McQuilkin teaches vocal music. He is from the College of the Pacific.

AN ENTHUSIASTIC MEETING of teachers of speech correction from all parts of the state was held in Founders' Hall of the Western Women's Club in San Francisco on Sunday, January 16, 1938.

Dr. Paul Moses, a former student associated with Dr. Froeschel in Vienna, gave an illustrated lecture on the relation of the singing voice to the speaking voice. Dr. Moses' observations were those of the phonetician, as well as of a physician. Phonograph records of oriental and occidental music and speaking records showed the similarity of tone melody in speaking and singing. This viewpoint from a research field made the discussion a very interesting one. There has been considerable medical research done on voice defects as symptoms of physical and emotional states to the individual as a whole.

Another speaker on the program was Dr. Margaret Letzter, who has recently come from the speech department of Northwestern University to join the faculty of the San Jose State College. Dr. Letzter gave a description of what an ideal set-up would be for a speech clinic at a teacher training institution in order to work out all the conditions involved in speech defects and disorders. This set-up would provide opportunity for referring cases to various consulting departments, such as physiotherapy; psychotherapy; psychiatry; neurology; ear, nose and throat; and orthodontia. It would also provide for clinic observation of children having various speech defects and disorders at different age levels, followed by suitable training courses in remedial technique and by supervision of practice teaching in this field.

At the close of the program, tea was served. This informal social atmosphere gave the members an opportunity to become better acquainted. The consensus of opinion was that such gatherings created renewed enthusiasm on the part of those engaged in speech correction work and gave them a deeper insight into the problems of others engaged in this field. Another state-wide meeting is being planned for the spring.

R. L. CRANE, Superintendent of Daly City schools, just across the line from San Francisco, had expected to close one kindergarten from January to June. An unexpected increase in enrollment at kindergarten level at the beginning of the term changed this plan and the kindergarten is being continued. An increase in enrollment was also made in the fourth grade and in the eighth grade.

Mr. Crane has inaugurated a new class in ornamental metal work in the eighth grade. The class is part of the course in Arts and Crafts given to seventh and eighth grade students. The course includes leather work, basketry, mechanical drawing, block printing, and wood carving. The pupils come from three other buildings to the centrally located administration building in which the manual arts rooms are located.

The High School Principals' Association of California will hold their annual convention April 11, 12, and 13 in Hollywood.

On January 10 the Northern Section of the School Supervisors' Association met at Chico. The theme of the morning session was "Science in the Elementary School with the Health Aspect Stressed." Among the speakers was Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Education, who spoke on "The Place of Science in the Core-Curriculum"; Dr. Vesta Holt, Head of the Department of Biological Science, Chico State College, who talked on the subject "Some Bacterial Experiences in Teaching Health Habits."

Other speakers were, Dr. Lloyd Ingles of Chico State College; Miss Grace Minch, Rural Supervisor of Tehama County; Mrs. Ruth Edmands, Supervisor of Colusa County; and Dr. Floyd Caldwell of Chico State College.

This Northern Section under the presidency of Floyd L. Tarr of Butte County is a very active group. They have excellent co-operation from the Chico State College both in their committee work and on their programs.

The Gregg Publishing Company announces the addition of Mr. Albert Stern to its New York office staff in the capacity of Special School Representative. He assumed his duties on January 3. A graduate of the College of the City of New York, Mr. Stern taught about twenty years in the public schools of New York City. For the past ten years, he has taught a course in methods of teaching office machines in the School of Education, College of the City of New York. Mr. Stern is widely known in New York City and vicinity. He brings with him to the Gregg Publishing Company a wide circle of friends and a well-rounded experience.

Miss Ocea McMurry has recently been appointed supervisor of speech correction and speech improvement in Shasta County. With the co-operation of teachers and parents, Miss McMurry is planning an unusually interesting speech program for the county. In addition to the regular classroom work, speech clinics will be held. Also there will be a weekly broadcast, to which the different schools of the county will contribute, and Miss McMurry will broadcast a talk on speech.

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California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

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Pasadena

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

OAKLAND BOOK EXHIBIT

Dr. E. W. Jacobsen, Superintendent of Oakland Schools, through Assistant Superintendent William S. Briscoe, invites the publishing companies every second year to exhibit their new books in Hunter Hall in the Oakland Administration Building. This is one of the largest gatherings of book companies in the state at one time. This year fifty-one companies held exhibits with representatives present, and fourteen companies sent exhibits from the east without representation. The newest and best publications of seventy-five companies were on display.

The exhibit began on Monday, January 10, and lasted through the week including Saturday forenoon, at which time Alameda County Teachers and those of Berkeley and Richmond were invited to attend. Visits of the schools were scheduled and the exhibit was open from three to five for teachers. Two mornings were scheduled for principals to visit, many of them also came in the afternoon with their teachers.

Prior to the exhibit, criteria for book selection were sent to the principals who were requested to make preparation for the exhibit by studying the criteria with their faculty so that they would be better able to evaluate available material in the light of their own libraries and school rooms.

The teachers made lists of the books they looked over; these were turned in to the book committee and the principal in each school. A list of the ten outstanding books in each field selected by each school was then submitted to the central office as an aid in compiling the supplementary book list.

A wide variety of books in every field was available and each representative could quickly show the teacher his latest and best material on the subject or tell her that he himself did not have anything in that field and point out the companies who did.

The individual schools purchase their own books in Oakland and both teachers and principals are book minded. Eighteen hundred teachers visited the exhibit during the week, an average of two high schools, three junior high schools and ten elementary schools per day.

Mr. Briscoe had planned every detail of the exhibit most carefully and Miss Frances Machado, his secretary, was unstinting in her efforts to provide information and assistance to the book companies.

ALICE POWER APPOINTED DIRECTOR

Effective March 1, Miss Alice Rose Power will be transferred from her present assignment as principal of the Washington Irving Elementary School to become director of educational functions, representing the San Francisco Public Schools at the Golden Gate International Exposition.

By unanimous action, the Board of Education at its Tuesday, February 8, meeting, adopted the recommendation of Superintendent Nourse creating such a position and nominating Miss Power for the assignment.

Miss Power will be charged with the responsibility of directing the preparation of

Alice Rose Power

Fair exhibits by the San Francisco Public Schools, co-ordinating such presentation with the type of educational exhibits arranged by other countries through the statewide commission appointed by the Governor.

Miss Power's ability as an organizer together with her intimate knowledge of the public schools, not only locally, but through the state, will be brought into play in arranging for San Francisco's participation in what all observers agree is a limited period of time.

Assisting Miss Power will be a committee of twenty-five persons headed by Paul Pitman, assistant to the president of the San Francisco Junior College.

Miss Power is a member of the State Board of Education and for fourteen years was a member of the San Francisco Board of Education. She is now in charge of two schools, one located on Yerba Buena Island contiguous to the site of the Golden Gate International Exposition. The school was started in 1927 and has been continued since under the San Francisco Public Schools system as an annex of the Washington Irving Elementary School under the principalship of Miss Power.—*San Francisco Public Schools Bulletin.*

IN SAN FRANCISCO THEATERS

The last two weeks in February offer Bay Region play-goers opportunity to see two presentations of the theater which have been making history on the east coast.

At the Curran Theater

"Porgy and Bess" in its form as a musical will be heard here for the first time with George Gershwin's setting for the story that, as a drama, so moved San Francisco audiences a few seasons ago. This is conceded to be Gershwin's greatest musical production, and many of the songs have become familiar to all America. Rouben Mamoulian, motion picture director, will supervise the staging of the musical here in which most of the original principals will be presented in the cast of one hundred. Beginning February 14. "Porgy and Bess" will run for two weeks.

At the Geary Theater

For a week San Francisco has been acclaiming "The Women" as an unmistakable hit. It is a genuine novelty in the theater, for not a man is seen in the entire play, which has a cast of forty. Its popularity, however, seems established equally for men and women of its audiences. It is a comedy, called by the critics a "comedy of bad manners", but one of the finest produced in several decades. Though sometimes a bit vicious, it is clever and delightful entertainment. Women have flocked to see themselves as others see them, and men have flocked along perhaps to learn about women, from the play, more than they could hope to learn in real life.

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Graphs and tables of figures carrying even to the lay mind the amazing facts of growth and expansion in the schools. Well written text tells the story of educational goals and accomplishments, and of the vast administrative structure that keeps the great system running smoothly.

But it is the pictures that tell the story most effectively. Even in the best products of our modern presses we have seldom seen a more beautiful or effective use of the art of photography than in this publication of the Los Angeles school board. It would seem almost that the schools had borrowed from their great neighbor industry, the moving pictures, the best of their skill and creative art. For the book is a drama of child life, moving against and merged within the background of a great community.

Los Angeles citizens will have no excuse for ignorance about the least detail of the vast industry they support. They know what their money is buying, and can feel confidence and pride in what they have bought.

As an undertaking in the field of public relations this book is an outstanding accomplishment, as beautiful in itself as it is effective for its purpose.

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REQUIRED READING for your trip to MEXICO

It's not too early to begin planning your trip to Mexico. And this famous booklet, now in its fifth big edition, is *required reading*. It tells the story of an average tourist's journey through Mexico. Generously illustrated with photographs, it tells what to see, what to wear, how much things cost, etc. It even has a small pronouncing glossary of translated Spanish words and idioms most frequently used. FOR YOUR FREE COPY of *I've Been to Mexico*, address F. S. McGinnis, Dept. WJ-2, 65 Market Street, San Francisco, California.

MAZATLAN (shown here) is one of the many dreamy places on Southern Pacific's scenic West Coast of Mexico Route to Mexico City. (South from Tucson to Nogales, Hermosillo, Guaymas, Mazatlan, Guadalajara, Mexico City.) At Guaymas, along the indigo waters of the Gulf of California, is Southern Pacific's picturesque Hotel Playa de Cortés.

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BOOK REVIEWS

From Little, Brown and Company

PROBLEMS AND VALUES OF TODAY by Eugene Hilton. Price, $1.60. Youth's place in the world today is the concern of this book. Its objective is to awaken American youth to an awareness both of its responsibility and of its opportunity to make progress in the social sciences comparable to the development in technology; and to encourage the development of sound judgment based upon tested knowledge. The book surveys the necessity for government, its organization, and its function. Money management, consumer problems, spiritual values, and the relation of the United States to other countries are discussed. It is divided into ten units, each preceded by a series of questions calculated to stimulate the interest of high school students.

READ AND COMPREHEND, by Pearle E. Knight and Arthur E. Traxler. Paper edition, $.76; cloth edition, $1.28. This book is helpful both for good readers and poor readers in junior and senior high schools. It may be used as remedial work for really handicapped students, or it may be used simply to develop the maximum reading ability of students who have no particular difficulty. The book treats the problems of extensive and intensive reading. Tests and exercises employ selections from varied and interesting material.

From Silver Burdett Company

EVERYDAY ECONOMICS, by Janzen and Stephenson. Price, $1.68. This is the third revision of *Everyday Economics*, first published in 1931. The book is a simple presentation of fundamental principles, suitable for senior high school classes.

From Row, Peterson and Company

THE BUILDING OF OUR NATION, by Barker, Commager and Webb. Price, $1.92. Topical units present the problems of our nation, particularly those that arose after 1865. Each problem, however, is traced chronologically from its beginning in the earliest part of our history. The purpose of the book is to give the student an understanding of his background and heritage that will enable him to see his own relationship to modern society and democratic living. There is a plentiful supply of maps and vivid color illustrations that are definite learning aids, helping the student to grasp trends and accomplishments. Elective and required activities, employing the main ideas of the book, are listed at the end of each chapter. For use in seventh and eighth grades.

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From the World Book Company

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From Charles E. Merrill Company

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March, 1938

Mt. Lassen National Park from Manzanita Lake
A mural done by grades one to eight, Riverside School, Lassen County

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California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

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Section Secretaries

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THE ATLANTIC CITY CONFERENCE

THE GREAT ANNUAL clearing house for the ideas, policies and adventures of our American educational world closed early this month. The American Association of School Administrators met from February 26 to March 3 at Atlantic City. As we go to press, members of our California delegation are returning to their desks, and we are fortunate to be able to pass on to our western field the comments of some of our best known administrators.

County Superintendents Discuss Rural Administration

By A. R. CLIFTON
Superintendent of Los Angeles County Schools

On Wednesday afternoon the County Superintendents of America, who were in attendance at the Atlantic City Convention, assembled for the discussion of the topic "Is a Strong Centralized County or Similar Unit of Rural School Administration Essential to an Efficient Program of Rural Education?"

The foundation was laid by two discussions, one on the Function of a County Superintendent in the Professional Organization, by Sue M. Powers of Memphis, Tennessee; the second discussion, "Why I Believe in a Strong County or District Unit of Administration," by Florence Hale, editor of "Grade Teacher."

Following the panel discussion, Dr. Julian E. Butterworth, Professor of Rural Education, Cornell University, summarized the statements.

The panel discussion centered around: the size of a workable unit both from the standpoint of the district and the larger administrative organization under the county superintendent of schools; the problems of cost; the leadership in better teaching units; the means of accomplishing larger administrative units.

The time was not sufficient for an exhaustive discussion of all of these topics. The size of the individual district units, according to the opinions expressed, centered pretty much around three hundred in average daily attendance. The size of an administrative unit under one head indicated that there were few limitations. If the administrator had a sufficient professional staff there could be many thousand children and hundreds of teachers, and the organization could operate as successfully as a smaller unit.

The question of achieving larger and better units of administration was given some discussion and the general consensus of opinion was pretty much that accepted in California: education first, followed by necessary legislation to establish the machinery.

The question of cost was also discussed and the general consensus of opinion was that while efficiency would result from larger units due to the possibility of transfer of teachers, better library facilities, a better health program and a larger unit for the basis of taxation, which would result in an equalization of the opportunities of young people, there probably would be no economies from the standpoint of dollars and cents.

The question of leadership in such a program was emphasized. The success of operating larger rural administrative units naturally would depend upon the caliber of the administrative head.

The discussion was interesting but should have extended over a day instead of but two and a half hours.

The panel leaders were as follows:

A. R. Clifton, County Superintendent of Schools, Los Angeles, California.
H. M. Cressman, County Superintendent of Schools, Egg Harbor City, New Jersey.
Colin English, State Superintendent of Public Instruction, Tallahassee, Florida.
W. C. Griggs, Superintendent of Schools, Mobile, Alabama.
Raymond S. Hyson, County Superintendent of Schools, Westminster, Maryland.
Elizabeth Ireland, 106 Morningside Drive, New York, N. Y.
Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers, Washington, D. C.
B. L. Pierce, County Superintendent of Schools, Sandusky, Ohio.
Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa.
Clyde T. Saylor, County Superintendent of Schools, West Chester, Pennsylvania.
Thomas J. Wagner, County Superintendent of Schools, White Plains, N. Y.
B. C. Willis, County Superintendent of Schools, Denton, Maryland.

A City Superintendent at Atlantic City

By VIERLING KERSEY
Superintendent of Los Angeles City Schools

A city superintendent finds that there are city superintendents and city superintendents. Large cities, small cities; old cities, new cities; growing cities, declining cities; cities surrounded by smaller wealthy communities and cities incorporating these in their limits. This means that city superintendents have common problems and probably not similar problems.

To mention a few:

Mobility of population is presenting many problems to city school systems.

The influx of rural population to cities occasions many problems especially in secondary schools in fields of vocational guidance and training.

Problems of youth in relation to the social and economic order are forcing rapid change upon education in cities. The child, the whole time of the child, pre-school education, the extension of early childhood education and the provision of a stimulating continuous [illegible] attitude

and learning opportunity is a requirement for city school systems.

Responsibility to train for entrance into public service as a career opportunity is an increasing challenge to education in cities. The improvement of municipal government is a challenge to city schools.

Keeping the community up with the school is always and everywhere a problem, but especially in cities where the school is becoming the "pace-maker" for complete living is this a responsibility.

Devices for the cultivation of democracy in the individual school unit of the city school system is a definite challenge to administration.

The American city is unique. It will continue to provide the inventive genius, the culture, the wealth which comes from manufacturing. Our cities now establish the mode in our democracy. City schools are greatly challenged. The meetings at Atlantic City gave renewed conviction of these truths.

A general session was devoted to rural problems. Edwin Kent, Superintendent of Sonoma County, spoke on this program on the subject: "Curriculum Adjustments for Small Rural Schools." Helen Heffernan, of the California State Department, contributed a paper on the social studies curriculum for rural schools.

Comments of E. W. Jacobsen

Superintendent of Oakland City Schools

Mr. Jacobsen was generous enough to give us a few moments of his time on the first crowded day back in his office. "What do you remember as the high lights of the conference?"

"Most of the discussion centered this year on the young people who need help to bridge the step between school and an occupation. This is probably the most vital problem today, not only for the schools themselves but for our general social adjustment. Schools must accept some measure of responsibility for vocational training, for personal guidance, and for co-ordination between the student leaving school and the occupational opportunities of the community.

"In the past parents have naturally assumed this duty of guiding their children into the field of their life work. Today the fields are too specialized and complex to be grasped by individuals. A co-ordinated presentation of the occupational world can best be achieved through school agencies."

Dr. Edwin A. Lee, former superintendent in San Francisco, now Director of the National Occupational Conference, gave an address on this subject: "Occupational Adjustment." The 1938 Yearbook was devoted to the same theme, under the title "Youth Education Today." The chairman of the yearbook commission, E. E. Oberholtzer, Superintendent of Houston, Texas, addressed a general session on the subject of the yearbook. Mr. Oberholtzer is the father of K. E. Oberholtzer, Superintendent of Long Beach, California, who was also a speaker at the conference, at a curriculum session.

"Charles H. Judd gave a memorable address on 'Major Trends in Education.' Briefly, he named four: (1) the reconstruction of administrative units, tending toward a six year elementary unit, junior and senior high school units, junior and graduate college units; (2) a new concept of vocational education, broadened by general cultural opportunity; (3) federal aid to insure equalization of educational opportunity to all sections; (4) a trend toward scientific research in education.

"President Conant of Harvard gave an address that seemed to me very significant. He said that the great majority of students in American Colleges come from families whose income is $2,000 or more. This income group represents only a limited section of our nation. 'We are fishing in too small a pond,' he said. 'We should draw our college students from a larger field and in order to do so some form of help should be given to students who have shown evidence of superior ability.' "

We asked Dr. Jacobsen if he had gone to Atlantic City with any special problem in his own mind, on which he hoped to find light. He replied, "Yes, I went with a special hope of getting reports of tried experience in the field of the junior high school."

"Did you get it?"

"The paper I had most looked forward to was the one given by Baker of the Lincoln School, Columbia University. To my surprise, it proved to be to a great extent an exposition of the junior high school as it functions in California, with examples taken from the Claremont Junior High!"

Claremont is within Dr. Jacobsen's own administration. It is the junior high chosen for practice teaching for University of California education candidates.

"Mr. Briscoe (Oakland's assistant superintendent) had a similar experience. His chief interest of course is the program of elementary education. The most brilliant, and at the same time common sense address in this field was, by common consent, that made by Paul Hanna of Stanford, again with examples drawn from our California schools!"

In general Mr. Jacobsen felt that many of the convention addresses advocating forward movements in education presented ideas and programs already familiar in practice in our own state.

"On to California" Movement Led by San Francisco Delegation

The choice of a meeting place for the 1939 Convention of the American Association of School Administrators was one of the important interests of the San Francisco delegation. On March 3 Superintendent Nourse spoke before the Executive Committee extending San Francisco's invitation to the Association and urging the advantages of that city as the convention meeting place. The activities of Mr. Nourse were supported by John F. Brady, Chief Deputy Superintendent of San Francisco Schools, Richard E. Doyle, President, San Francisco Board of Education, A. J. Cloud, President San Francisco Junior College, G. G. Mullany, Director of Publications, San Francisco Schools, and Walter J. Swanson, manager, San Francisco Convention and Tourist Bureau. A strong impetus toward such a choice came from the breakfast meeting of the California delegation. Mr. Brady spoke at this meeting. "They call this an *American* Association. Let them come west and so indicate that the Association really represents all sections of America," he said.

Superintendent Kersey of Los Angeles organized his large delegation solidly behind the San Francisco invitation. Superintendent E. W. Jacobsen of Oakland effectively handled the strategy of the campaign, conferring daily with western superintendents at the California headquarters in the Ambassador Hotel. Helen Holt, classroom teacher in Alameda, one of the regional directors of the National Education Association, was active in support of the San Francisco delegation, and Dr. Kemp, Dean of the School of Education, University of California, used his influence with telling effect among the university representatives of the nation to the same end.

The "On to California" movement rapidly developed into a regional campaign, backed solidly by the eleven western states. Superintendent L. John Nuttall, Jr., of Salt Lake City spoke enthusiastically, pressing the claim of the Far West as the meeting place for the School Administrators in 1939. "This important body has never met west of the Rocky Mountains," he said. "Although the association has been actively supported by western school men, they have never had the advantages and the stimulation of a convention in the western region."

San Francisco extended an invitation to the Executive Committee of the Association to meet in that city in April. The decision as to the 1939 convention will be made by the committee at this April meeting. Western administrators came away from the convention hopeful of the success of their efforts and determined to press them unremittingly until the final decision has been made in favor of a San Francisco 1939 convention.

PROGRESSIVE EDUCATION CONFERENCE

By W. M. CULP

The twentieth National Conference of the Progressive Education Association, held at Hotel Pennsylvania, New York City, February 23rd to the 26th inclusive, was strategically timed to meet the itinerary of prominent national educators on their way to the winter meeting of the American Association of School Superintendents, N. E. A., held at Atlantic City, N. J. from February 26 through March 3. Some four thousand persons attended the Progressive Conference in its various general sessions and conference meetings. Outside activities that enriched the more formal meetings of the convention were the visiting of progressive schools in New York City and in the neighboring communities, and sightseeing trips over the city. In these trips interest focused upon such places as Radio City, Rockefeller Center, the Empire State Building, the Battery and its Aquarium, Central Park, the Bowery, the Times Square area with its many legitimate theaters, the Radio City Music Hall, and the International Casino.

If a summation could be made of the tens of thousands of words that were the outcome of the numerous meetings, one could say that while progressive education was not on the offensive to prove the validity of its contentions, still, after twenty years, it had not yet won over or satisfied the proponents of formal education. The only surrender made by the latter group is that they admit that an activity program, learning by doing, perhaps has its place in the lower grades. Professors John Dewey and William H. Kilpatrick are just as strongly opposed now by Professor Charles H. Judd of the University of Chicago and Professor W. C. Bagley of Columbia University as they were twenty years ago. The concept that learning can best be acquired by each individual working for himself without considering the contributions of the past, is still considered a waste of energy. The fact that thousands of teachers and tens of thousands of children are being taught by progressive education principles has not satisfied those who point to the advance of the world aided by those drilled in formal education. Even President Robert M. Hutchins of the University of Chicago at Atlantic City expressed this view: "If you believe that the educational system should mirror the chaos of the world; if you think we have nothing to learn of the past; if you think the way to prepare students for life is to put them through little fake experiences inside or outside the classroom; if you think education is information; if you believe that the whim of children should determine what they should study—then I am afraid we can never agree." Which leads one to the answer of the progressive education group that their methods teach the pupil how to reason things out for himself, while their opponents retort, "How can you reason without having a thorough knowledge of what has gone on before in the history of mankind upon the subject under consideration?"

Another thought coming out of the conference was that progressive educators were constantly drawn into the vortex of political thinking. How could progressive education or any kind of education, in these times perilous to men's thinking, keep alive in the United States the principles of democracy? In the past the schools have always been held up as the trainers of those headed for leadership. It was admitted that schools had little to do in training for leadership, as leadership was not the result of an educative process but rather the innate urge of an individual, formally educated or not, to express himself. What the schools could do was not to educate for leadership, but to educate the masses to choose wisely between the false and wise prophets who set themselves up as leaders of the populace.

What was perhaps the most astounding session of the conference was a joint meeting of the John Dewey Society and the Social Frontier with that of the Progressive Education Association. Professor George Hartmann of Teachers College was in the chair with the topic before the meeting of "What are the Social Frontiers of America?" Here was heard Ralph Hetzel, confidential secretary of John L. Lewis, expounding the principles and purposes of the Committee for Industrial Organization. The gist of his remarks was that upon the shoulders of the Committee for Industrial Organization was the burden of keeping alive the principles of democracy in the United States. Only as labor organized, and demanded and acquired for itself a larger share of the rewards of its work could democracy be continued. John L. Lewis was held up as a savior of the time for the working man, and it was stated that he had seen the coming of this last recession and consequently struck while the iron was hot in his organizing drive. Now that the recession had come, it was the duty of the Committee for Industrial Organization to consolidate its lines. Then Mr. Harry F. Ward of the Union Theological Seminary presented his arguments to the effect that monoply was the cause of all our past and present evils and that only through organization of the working man and through political action could the laborer receive his just deserts. Then Mr. Ezekial of the State Department of Agriculture showed how the last Farm Bill, now being put into operation by Secretary Wallace, was another instrument of democratic government; how abundance through regulated production was the hope of the times; how all this was to be accomplished through democratic regulations.

"America and the Next Decade" was another interesting meeting with Carleton Washburne, Superintendent of the Winnetka Public Schools as chairman. Harry Elmer Barnes, historian and commentator, spoke upon "America at the Turn of a New Century." The tenor of Mr. Barnes's remarks was that the "Twilight of the Gods" had descended upon the world, that everything was dust and ashes and that man had gone back to brute force, and that all of the verities of the past were mere fancies and delusions. Even in religion he saw little hope except as an instrument of wishful thinking. He told the educators that all they had done in the past in the public schools, and what they were doing in the present to teach democracy, had had, or would have, little effect upon the course of American civilization. The only hope now, as he saw it was adult education of such force and character that it would influence the electorate of the country to hold fast to democratic principles rather than to run after the false gods of security as exemplified in a totalitarian state or a communistic one.

The session devoted to Educational Policies and the National Scene with the stated topic "Educational Policies—Do We Have Them" was under the leadership of H. Jerry Voorhis, member of the House of Representatives from California. The President's message to Congress, concerning the grant of $885,000,000 to the various states as an aid to the education of the children within their borders, had just come out of Washington. It was the topic of the moment. Representative Voorhis was in favor of the United States government taking money from where it was and putting it where the children were. He thought the United States government could do this without setting up rules and regulations for the expenditure of money. He thought this could be very well left in the hands of the various states and their subdivisions to decide for themselves. The panel had doubts that the federal government would be so altruistic. Both the left and the right felt that the federal government would attach strings to the grants and such left wingers as Jesse H. Newlon, Teachers College, and George S. Counts, Teachers College, felt quite dubious as to the non-ulterior motives of the federal government. Then, the fact that money was to be allotted to sectarian institutions—Catholic, Jew or Protestant, caused vociferous objection to the using of public money for the propaganda of sectarianism.

The meeting on Educational Freedom and Propaganda

created the most fireworks. On this panel were such men as Clyde P. Miller, Teachers College, chairman. Thurman W. Arnold, Yale University, author of "Folklore of Capitalism," led off with the main address. Clyde Beals, American Newspapers Guild, Edgar Dale, Ohio State University, Leonard Doob, Yale University, Edward L. Bernays, Public Relations Council, New York City, Ferdinand Lundberg, author of "America's Sixty Families," James Mendenhall, "Building America," Arthur Robb, "Editor and Publisher," and Robert K. Speer, New York University, were also on this panel.

Professor Miller of Teachers College is Director of the Propaganda Analysis Institute, and as chairman he first laid down the thesis that teachers should not blithely accept the propaganda they encounter every day, but should give a "searching analysis" to the entire problem. He said "There must be freedom of speech, press and assembly in our country. When you get the authoritarian type of government compelling schools, churches, the press and the other agencies of communication to give voice to just one kind of propaganda, you have sounded the death knell of democracy. Democracy needs the constant play of different ideas."

Mr. Edward L. Bernays raised a storm by his remarks. He pointed out that propaganda provides a technique for leadership in which the radio, motion pictures, newspapers and other agencies are open to social uses as well as social abuses. "This is not a question of academic theorizing," he said. "Are we going to theorize about the implications of techniques, or are we ourselves going to use effective techniques to gain adherence for socially sound ideas and ideals? Freedom of using propaganda takes its place with the other freedoms guaranteed by the Constitution." "Propaganda," he added, "enables every point of view to be presented and enables the individual to choose whatever idea meets his own purpose. It represents any activity designed to influence attitudes and actions."

Professor Leonard Doob of Yale University desired to know then if Mr. Bernays had any requirements he would place upon the propagandist. Mr. Bernays then replied that the development of standards for men in the profession was being considered at the present time. Professor Doob then asked, "Don't the propagandists try to influence public opinion in a concealed manner?" Mr. Bernays replied: "Be more specific. What ones are you referring to?" "I am referring to you, Mr. Bernays," Professor Doob answered. "If you have any of the ethics of your profession that you speak and write about, you would disclose some of the propaganda you are carrying on at this moment." Mr. Bernays in reply argued that the propaganda counselor has a standard of ethics similar to that of the physician or lawyer, and to violate this by revealing the names of his clients would be violating a confidence.

The conference upon Problems of Administration in a Period of Cultural Conflict saw a galaxy of western educators upon the panel. They included Mrs. Margaret L. Clarke, Los Angeles City Board of Education, Vierling Kersey, Superintendent of Los Angeles city schools, Curtis E. Warren, Superintendent of Santa Barbara city schools, Ralph Dugdale, Superintendent of Portland schools, Virgil M. Rogers, Boulder, Colorado, Superintendent of Schools, H. P. Study, Superintendent, Springfield, Missouri, and Harold R. Maurer, Garfield Heights, Ohio public schools. Among the easterners upon this program were Vinal Tibbets, Superintendent of Manhasset Public Schools, chairman, J. Leroy Thompson, Tarreytown public schools, John A. Spargo, Nutley public Schools, Dr. J. E. Scott, Peekskill public schools, and Vernon G. Smith, Scarsdale public schools.

Both Dr. Grayson Kefauver, head of the School of Education Stanford University, Dr. Rudolph D. Linquist of Ohio State University High School and William R. Odell of the Oakland public schools were upon the program of Secondary Education—Its Contribution in Facing Cultural Conflicts.

Dr. Percy Davis, Superintendent of Santa Monica City Schools, was upon the panel considering "Progressive Education after Twenty Years" in relation to the standpoint of social progress. Dr. Paul Hanna of Stanford University was chair-

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man of this section. Dr. Grayson Kefauver of Stanford University was also upon this panel.

Williard W. Beatty, U. S. Office of Indian Affairs, former Californian, former faculty member of San Francisco State Teachers College, former associate at Winnetka with Dr. Washburne, former superintendent of Bronxville, New York, schools, long a prominent member of the Progressive Education Association, took part in several panel discussions, including that of Educational Policies and the National Scheme and Education for Leadership in Social Change.

G. Derwood Baker, principal of Lincoln High School, Teachers College, formerly principal of the South Pasadena Junior High School, was discussion leader of the section devoted to "The Educational Program of the Junior High School in a Period of Social Transition." He was also a member of the panel discussing "Education for Participation in the Creative Arts."

Dr. Harold Hand of Stanford University was a member of the panel considering "Educational Frontiers in the Next Decade."

John A. Sexson, Superintendent of Pasadena City Schools and the new president of the American Association of School Administrators, and George H. Meredith, assistant Superintendent of the same city, were much in evidence at the Progressive Education Association meeting.

A partial list of Californians attending the Progressive Education Association meeting included such notables as Ira C. Landis, Superintendent of Riverside City Schools, Frank Henderson, Superintendent of Santa Ana City Schools, A. L. Ferguson, assistant superintendent of Glendale city schools, R. E. Green, Superintendent of Fullerton Schools, Joseph P. Nourse, Superintendent of San Francisco Schools, Mr. and Mrs. John A. Sexson of Pasadena, G. L. Lembke, director of Secondary Curriculum, Pasadena, Lynn H. Crawford, principal of Santa Ana high school, John W. Harbeson, president of Pasadena Junior College. Dr. Lester B. Rogers, Dean, School of Education, University of Southern California, Dr. Osman R. Hull, University of Southern California, Harold Weir, principal of Alhambra high school, Mr. Hayes, member of the Board of Education, Santa Ana city schools, George H. Meredith, assistant superintendent of schools, Pasadena, E. J. Hummel, Superintendent of Schools, Beverly Hills, Mr. and Mrs. Claude Hipler, (Mr. Hipler, Director of Child Welfare, Pasadena city schools), Dr. Walter Hepner, President, San Diego State Teachers College, Will C. Crawford, Superintendent of Schools, San Diego, Dr. Rex F. Harlow, Stanford University, Mr. The Stanford School—Press Relations and Investigation School of Education, A. B. Enyeart, Superintendent [illegible] Burbank, accompanied by Mrs. Enyeart and [illegible] Dr. Elizabeth L. Woods, Director of Psychology, Los [illegible] city schools, Mrs. Gertrude H. Rounsavelle, Los Angeles [illegible] Board of Education, Mrs. Margaret L. Clarke, Los Angeles City Board of Education, Miss Mary E. Frick, President High School Teachers Association of Los Angeles, Dr. Laurel Knezewich, President of the Los Angeles Elementary Teachers Club of Canfield Avenue School, Gardiner W. Spring, President, Ontario Junior College and High School, and H. W. Jones, Superintendent of Schools, Piedmont, California.

One of the features of the Progressive Education Association meeting at Hotel Pennsylvania, New York City, was the Exhibition of Books and Supplies furnished by some fifty-two exhibitors. The exhibits were attractively shown upon the mezzanine floor that surrounds the huge Pennsylvania lobby. Among western bookmen present were Richard E. Laidlaw of Laidlaw Bros., now manager of their New York office, and W. M. Culp representing the Harr Wagner Publishing Company of San Francisco, the only far western publishing house exhibiting.

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FORESTRY UNIT IN A RURAL SCHOOL

By MRS. GAY VAN TASSELL,
Riverside School
GRACE MARTIN, *Rural Supervisor,*
Lassen County

The following is a brief description of a unit on Forestry, which proved to be exceedingly rich and meaningful in many types of experiences for a group of children during a year's work. The school was a typical one-room rural school in a mountainous area, with children in grades from one to eight. The unit allowed for the needs and interests of all the children, and the contributions of all were used in the completed endeavor. The interest and co-operation of the entire community aided in making this unit a success.

Motivation of the Unit

The teacher had felt that the children's interests were narrowed to a limited variety of experiences on the farms. She believed that the understanding and appreciation of the many workers who contribute so vitally to the enjoyment of a complete life was not understood by the children. She wished to broaden their experiences and develop an appreciation and understanding of co-operative living. Science experiences of the group had been meager. The language work of the school had seemed to lack vitality and meaning. She concluded that a unit rich in many first-hand experiences would help to meet the needs of the group.

On making a survey, it seemed that the experiences offered by the community were rich in forestry possibilities. Since lumbering is the leading industry of the county, it was a chance to broaden experiences, and yet begin with the familiar. Here was a common meeting ground for diversified interests. It allowed for co-operative exercise and a wide range of abilities. Then, too, it met with hearty enthusiasm from the entire class.

Organized as a Club Activity

The unit was carried on through the school club, which they called "The Forest Rangers Club." There the purposing, planning, sharing, and evaluating was done. Every child was made a part of this co-operative group, and participated in all of its activities. The teacher had a part in this democratic organization, but in no way did she dictate the policies or actions of the club. There it was that the children evaluated the possibilities of the various anticipated excursions in order that they might go only to those places where they would receive the greatest value in solving the problems they were confronting in their work. Language functioned now in a vital way. It was there that the children learned the joy of expressing themselves well. There it was that behavior habit patterns were formed. There everyone was given an opportunity for independent thinking. There was his opportunity to contribute to the well-being of his social group. There was his chance to accept and share responsibilities. There the group learned how to attack a problem co-operatively. There they developed an appreciation of the help of others. These and many other social values were seen to develop through the club by those who worked with this school.

Excursions

Many fine excursions contributed richly to the success of the unit. Out of the excursions came the manual experiences, language skill, desire for research reading, expression through art, and a clear understanding and appreciation of society, and those who work to make the world a better place in which to live.

It was through the excursions that the greatest chance for adult participation was made possible. Understanding and interest in the problems and needs of the school was developed as never before. Not only were those people in the district contributing to the welfare of the school, but many individuals outside were helping by giving transportation, suggestions, encouragement, information, and materials. Guides were ready and willing to give up their time and knowledge because the children showed genuine interest and understanding of the thing at hand.

Adult interest and encouragement lent increased incentive to the group. As the community grew to understanding the aims, objectives, and values received through such a study, a deep appreciation of the school and pride in its work was built up. It is believed that this feeling spread to neighboring communities, and the understanding of the basic philosophy influenced more than one district in its attitudes.

The desire for manual work grew from nearly every excursion which was taken. Sometimes the children wished to make something, and decided that an excursion to see the real thing was needed before the work began. From the trip to the look-out station came the model look-out. The topographic map was the direct outgrowth of the trip to the Lassen National Park. After the trip to the Forest Service Nursery, a primary boy expressed the desire to make a weather vane. The construction work required real thinking and knowledge. Much research and planning for the look-out station necessitated a real need for the use of fractions and gave interest to a usually very dull and meaningless task. Co-operative planning and work was required to make the finished product complete and satisfactory. The manual work offered a real opportunity for service from adults and helped to make the school a community enterprise.

On every excursion numerous specimens were collected which did much to tie the vicarious and first-hand experiences to one another. They gave incentive for much research reading, since they must be carefully and accurately classified.

Here again the adults helped. The Forest Service helped with pamphlets. The park rangers assisted by finding difficult specimens and gave much information. The library gave books. J. C. Penney's store furnished hosiery boxes for the mountings. A very specific need was filled by a local hardware store owner, who gave the children glass for the tops of the boxes and showed them how to cut it. The attractive arrangements of specimens furnished a satisfying art experience. The important social values of neatness and accuracy were especially well exercised through the care of collections.

The opportunity for creative expression was a direct outgrowth of the excursion. It was after the children had been inspired by the view when rounding a curve on the Lassen Loop Highway that they were able to make a beautiful mural which thrilled all who saw it. It was after Herbert, a thirteen-year old boy, had experienced and felt in his own soul the beauty of the pine that he was able to write:

THE MAJESTIC PINE

See the great majestic pine,
Way up there on the steep incline,
Standing up so straight and tall,
As though it were the king of all.

It's grown in weather bad and good,
And even old as Robin Hood;
It knew when Columbus sailed the sea,
It knows as much as you or me.

Research for the Unit

Construction for the Unit

Even though it's straight and tall,
'Tis very easy to make it fall.
A lumber-jack may come along,
And cut down the pine that has lived
so long.
—*Herbert Wagner, Age,* 13.

The unit provided numerous occasions for the use of knowledges and skills. Primary reading stories were built about the experiences of the unit. Audience reading was naturally allowed for in the club. The language work all centered in the unit experiences. Reports (oral and written), club meetings, letters and creative poems were some of the types of language work. Much arithmetic drill was an outgrowth of the many activities carried on by the children. Fine selections of literature and music fitted into the unit.

Patty had very poor posture. She and the group were trying to correct this. After a trip to the forest she wrote:

THE CROOKED TREE

While walking in the woods one day
I saw a little pine;
It grew upon a grassy hill,
I thought it was, oh, so crude,
Because it grew all bent over.

A chipmunk sitting near
Seemed to say to me,
"Why don't you straighten up?
If you don't, you will be
Just as crooked as that tree!"

Right then and there I straightened up
And felt so very proud,
For I don't want to be
Like that crooked little tree,
I want to grow up straight and tall
And have personality.
—*Patty Kennedy, Age* 11.

The children grew through this unit. They learned to accept and share responsibilities. They had great opportunity to practice, through experiences, independent thinking, judging, and evaluating. Everyone was given numerous opportunities to contribute to the welfare of the social group. An appreciation for the help of others was built up. High standards were held by the group, and a pride was developed for things well done.

An intelligent understanding of the serious problem of conservation facing our state and nation was developed. Every child who enjoyed the experiences resulting from participation in this unit will be a better citizen, better equipped to face and solve any problem which may confront him at any time. One of the finest ways one can hope to develop intelligent citizenry is through practice of living in a democracy such as this one described.

The News Bulletin of the U. S. Forest Service reports: "The collective coffers for schools and roads in many California counties were $177,664 richer last week after the United States Forest Service handed over that amount to the State Treasury for disbursement to counties. By act of Congress the Forest Service turns over twenty-five per cent of all forest receipts for the maintenance of county schools and roads located in the eighteen national forests of the state. Regional Forester S. B. Show explained that this fund is derived from the sale of mature timber, stock grazing permits, water power leases and miscellaneous special uses, including leases on summer home and resort sites.

WELL, ANYWAY, THE TOOLS ARE IN ORDER

By Irmagarde Richards

The Editor abandons the desk and takes to the open road. We discover in Santa Cruz County a rural school that proves something, we are not sure what. Perhaps our readers can tell us.

What a break! A whole day away from the office, and a good conscience! The loveliest road in the world unrolled before our wheels from San Francisco Bay down through blossoming orchards, up through the dark solemn redwoods, and down again to the blue waters of Monterey Bay. The Metropolitan area was only two hours behind us, and here we were in a Typical Rural Situation.

What were we doing here? Well of course we had read (and published) the report of the San Diego Conference on Rural Education. We had read (and published) the fascinating stories of rural school activities that the Division of Rural Schools had sent in response to our skeptical challenge—"Show us some rural school work based on your theories of integration!"

By the time we had read copy, galley and page proof of these stories, we just couldn't stand Market Street any longer. All bemused with visions of gallant little one room schools building forest ranger stations and schools that rallied whole country sides of bewitched parents into tributes of gasoline and molasses (so bemused that we never even heard the protests of the Finance Department) we took down the receiver and called Sacramento, "Division of Rural Schools, please."

"Look, we want to see a rural school! One like those you sent us stories about! We can't stand the cosmopolitan scene a minute longer. Where'll we go?"

"Try Santa Cruz." A cool and competent voice calmed our impatience. "They're doing some good work down there. You'll find what you want. Goodbye!"

So here we were. Of course we reported to Mrs. Stocking, Santa Cruz County Superintendent. We found her in her office, and her rural supervisor, Miss Lee, as well. Of course they knew schools that would do nicely. "Now Hester Creek, for instance—" "Oh, Hester Creek by all means!" How far away from Market Street it sounded. "Let's go!"

It wasn't down in a creek bed but on top of a hill. The teacher (we guessed she was the teacher) didn't seem at all surprised by the invasion of a journalist looking for copy after the manner of the tribe. The pupils (we guessed they were pupils) weren't flustered either. They seemed to be all over the place.

"It's nice today," Masterly understatement. It was a heavenly day! "So we've been working in the garden."

That school *had* a garden. The plain little standardized one room building had an air of distinction because it was surrounded by trees, shrubs, vines and flowers.

"How do you keep them alive during the dry time in the summer vacation?"

"Well, that's the trouble." The perspiring small gardener was pretty serious about it. "We do have water now. Mr. Young gave us a water right and a pipe from his spring. And last summer Mother and I came over and watered things a few times. But that's the reason we planted all the things that grow wild around here. They're used to the dry summer."

Inspired common sense. By-products: (1) beauty—no catalog could have provided lovelier materials for landscaping and flower plots; (2) science, "integrated with the child's environment." Did these children know names and classes and how each plant liked to grow! For everyone of them had been hunted in the neighboring woods, carefully transplanted, and lovingly tended. They grew. They lived—in spite of the dry summer. We listed in our notebook twenty-four flourishing plants, at the eager dictation of the little gardeners.

There was a bird bath, a thing of beauty in itself. "A neighbor gave us the rear axle case of an old Ford. We fitted a pan into the top and cemented it with little rocks, pretty ones, all over it." There were bird houses in nearby trees. "Yes, we made them ourselves in our shop." Another competitive dictation taxed our stenographic speed. Bird names, descriptions, and habits came rapidly and with assurance. Were they not neighbors? Nesting in our boxes, bathing in our tiny pool, carrying on their busy family life under our watchful eyes? Of course we knew all about them.

"A woodpecker made a hole up in the front of the school. See? A swarm of bees moved in!"

"Do they bother you?"

"Why of course not!" (A shade of polite scorn for our ignorance.) "All the farms around here are orchards. We have to have bees." "Why?" Well, I've heard no better exposition of the "sweet mysteries of life" than the patient one I got from that small boy who thought I was a pretty dumb bunny, but "from the city" and to be pitied, not blamed.

"May I see your shop where you made all these things?" Mrs. Hemmey (we supposed she was the teacher) seemed nowhere in sight, so permission was asked from a small girl who was competently and graciously playing hostess. "Yes, it's in the basement. Only," (the age-long proper woman's attitude toward a masculine workplace) "only, I'm afraid it's in a dreadful mess!" A boy came quickly to the defense of their beloved shop. "Well, anyway the tools are in order!" Precisely the proper masculine response!

The tools *were* in order, neatly put away each in its place. And the shop was a mess. A lovely creative mess, from which form and beauty and usefulness were emerging in many shapes and mediums. A face modeled in clay arrested attention, so perfectly it caught and expressed the features, the dignity, of an Indian head. "José made it. He's good at modeling. He's a Mexican." We had noticed him—shy, too big for the group, but his dark face lighted with sudden happiness at this recognition of his work, at the evident pride in the voice of his school mate. We had heard of "Mexican problems" in our schools. Problems?

Lunch out of doors. Did sandwiches ever taste so good? We commented appreciatively on our morning hosts. "Richard there—he must be an exceptionally intelligent child?" Richard had explained about the bees. "Oh yes, I suppose he is rather bright," said Mrs. Hemmey (she *was* the teacher). "But I had to spank him several times to make him learn his spelling."

An embarrassed silence followed this cataclysmic remark, offered so calmly. Shades of our best psychologists! Richard's tumbled red head head darted about the grounds. He was plainly a leader in the tumultuous play. He didn't seem repressed, or warped, or anything.

"You say you *spanked* Richard?"

"Yes, he is sometimes stubborn. He's a good speller now."

We tried to readjust the fragments of our shattered pedagogy. It was Richard who had said, "Well, the tools are in order, anyway." They call spelling a "tool subject," don't they? Plainly the tools must be kept in order in this neck of the woods.

We chose a chair at the back of the room, when the children went inside. We wanted to be unobtrusive. Needless precaution. No one paid the least attention to us. They were too busy.

A small girl, very small, sat nearest to us, absorbed in a book. A boy, even smaller, stumbled around behind our chair, eyes glued to page, one finger clamped below a word. He thrust the book before the small girl. She quietly named the word, and he stumbled back to his seat.

Three times this was repeated. Then the little girl, sotto voce to us, in the nicest "one grown-up to another" manner, "That book's too hard for him. But he's crazy to read that story. *I'm* in the *second* grade. I'm glad I'm not a bear and have to eat ants. Aren't you?"

The social situation thus deftly established, we discovered a mutual antipathy to ants, as a diet. We pooled our common knowledge of bears. We found several reasons why it was undesirable to be a bear. There was that deplorable habit of sleeping all winter. When the world is so full of a number of things! Definitely, we were both glad we were not bears!

"Now I must finish reading my nature study book," and the little tete-a-tete was gracefully closed. Reading is a tool. Plainly that tool was in order, *working* order, I mean.

An intricate arithmetic problem covered a large area of blackboard, somewhat crowded for space. A bewitching company of cottontail rabbits were chasing each other the length of the board, and rather got in the way. But the answer was right. We figured it ourselves, and we're good at arithmetic.

Our eyes roved to another board. Formal grammar! "A predicate adjective is—" "Prepositional phrases—" We didn't know it existed any more. Had we just imagined an easy confident use of the language tool, as these children eagerly told us what they were doing?

Someone pridefully fetched in an armload of maps. Each was some two by three feet in size. All the lands and seas that ever were. Accurately outlined, they glowed in color—products, industries, costumes—a volume of stories out in plain sight on each sheet. Is this "geography"?

They showed us the "upstairs work-room." Neat as a pin—girls worked here as well as boys. Every topic of a wide-ranging "curriculum" seemed to have left its record in this fascinating little shop. A medieval castle. Indian puppets. Bow and arrows. Esquimo dog teams. Plainly these children no sooner had an idea than it blossomed into forms of beauty.

Materials? Clay from a not too far-off bank by the creek. Lumber—fruit boxes, of course, and, oh well, you can always find some boards. Sawdust and flour and old newspaper, properly boiled and kneaded, make a plastic material of a thousand uses. Tules from the lower meadow, dried and pressed, weave into mats to cover a wall and form a lovely background to mount pictures, butterfly collections, pressed flowers. Bark from fallen redwood trees appears on window fern boxes. All the woods and meadows at our door!

Richard, as Miles Standish, in the Thanksgiving play. The Pilgrim log cabin was built from redwood slabs left by lumbermen. The part of the Wild Turkey, who made the feast for hungry Pilgrims, was played by a great owl, found dead from an accident in the nearby woods. He was mourned by the children, but used. The impressive military uniform of Standish was made out of a worn pair of overalls and some young imagination.

But in the end we had to go. We didn't want to! The harmonica band played their goodbye to us. They played accurately, reading their music from notes. Then "Aloha" as we waved from the doorway.

We are sure this little school at Hester Creek proves something, but it is hard to find the right words. "What is education? Mark Hopkins sitting on one end of a log and a boy on the other."

Mark Hopkins, we know, is the symbol of an inspired teacher. And the log? Perhaps we can call it "the basic philosophy of education" that has been established in our state, and that functions in this county, a philosophy that asks for every child the richest possible development of individual personality, together with the disciplined habit of co-operative living.

PACIFIC ARTS ASSOCIATION MEETS IN LONG BEACH

By HELEN HEFFERNAN

The Pacific Arts Association, through its President, Miss Shirley Poore, Supervisor of Art in the Long Beach City Schools, has anounced the dates of the annual meeting of the association. The meeting, which is the most important art meeting of the year held on the Pacific Coast, will convene in Long Beach from March 31 to April 2, 1938.

The theme of the conference: *Art is a Way of Living,* gives recognition to the point of view that art is "a source of insight into the world." It is no trivial matter for the entertainment of dilettantes or the decoration of the houses of the opulent; it is a means of understanding the past and a means by which individual expression may be brought freely and personally to the service of the present.

The plans for the conference will appeal to three groups of school people: to school administrators, to general elementary school teachers, and to supervisors and special teachers of art in elementary and secondary schools.

The needs of school administrators in planning for the program of art education will receive particular consideration. Problems of organization of curriculum, and the functional planning of school buildings and facilities for effective art education will receive major emphasis in the program.

The integrative program in the elementary school has given new importance to art experiences. There is increasing recognition of the fact that children cannot have a unified and well balanced experience in relation to the study of a culture if that experience omits acquaintance with the art expressions which constitute the unique flowering of any culture. Art is the reflection of the time and people which produce it and serves as the best means of interpreting the particular culture.

The conference plans to provide practical help for elementary school teachers in the form of demonstrations of art techniques immediately applicable in the activity curriculum. Discussion periods will be provided in which specific problems will be studied and questions answered. Processes will be demonstrated by skilled craftsmen but with the focus of attention on the needs of class room teachers. No effort has been spared to design a program in terms of the genuine needs of the elementary school.

The Pacific Arts Conference has in the past been a time of inspiration for secondary and collegiate teachers of art when experiences and discoveries are shared. The conference this year is planned particularly to preserve the inspiration and good fellowship which constitutes its tradition and to provide an opportunity for further exploration into the art experiences which education should supply for youth in a modern, industrial society. Out of this kind of society art will grow and to this kind of a society it must minister; not to a few gifted children, but to all youth; not in a separate room apart from the dynamic life of the school, but as a phase of every activity and as a part of every investigation young people are making of their environment; not as the esthetes refuge from reality but as a part of everything that touches the lives of people—community planning, preservation of natural beauty, stage settings, costuming, landscape gardening and architecture for homes, business, and industry.

A VISITING PROGRAM

By Alice G. Mulcahy, *Supervisor of Curriculum, Tulare County*

"When's my turn coming?" "Where are we going?" These two questions confront us supervisors in Tulare County at every turn.

As part of the supervision program this semester our County Superintendent of Schools is making it possible for the elementary rural teachers to go visiting within our own county. This restriction was made because it was felt that the school problems within the county would be similar and perhaps more practical help might be found here than in larger centers with different problems and conditions. Then, also, teachers like to know their own fellow teachers better.

Principals Visit First

Principals of the larger rural schools were invited to go to at least two other school plants on the same day. Usually six principals and one or two supervisors traveled together, and from 8:30 A. M. until dismissal time the group observed school buildings, heating and ventilation systems, cafeterias, playgrounds, athletic equipment, supplies, class rooms, teaching procedure, children at work and teacher guidance.

Following dismissal a round table conference was called, and a post mortem was held. Questions poured in and lively discussions ensued. There were many differences of opinions, naturally, but many fine thoughts were exchanged and good ideas developed. Some days we lingered long over a cup of tea, but in the midst of friendly people time passed quickly.

Thirty odd schools have been visited so far. These visits have been all the more enjoyed because the children of the schools where we have been so plainly enjoyed our coming. They take pleasure and pride in showing us their work and in explaining what they are doing.

Teachers Have Their Turn

Now that all of the principals from all of the schools have had their turns, the teachers (six per day) are going places. Primary teachers are taken to visit other primary classes (usually three during the day), intermediate teachers share experiences with teachers of like grades, and the upper grades are observed by the teachers of upper grades. This makes for an easy, convenient way of handling the visiting group.

Supervisors Substitute for Visiting Teachers

While the teachers are away visiting, substitutes for the class room are recruited partially from the ranks of the supervisory staff. These "substitute" teachers sometimes return to their regular work with pet theories deflated but with a more understanding attitude toward rural teaching problems. (I have in mind vividly the rainy day situation in a leaky rural school surrounded by water.) Resourcefulness to the front!

Reactions from both principals and teachers have been favorable. Many have expressed gratitude for the opportunity to see other teachers working and to hear the pupil response. A few have returned discouraged, a couple disgruntled, some self-satisfied. Others realized for the first time that they haven't a corner on all of the problems. Many have come away enthused and inspired.

This experiment has not solved all our problems, but it has straightened out some of them.

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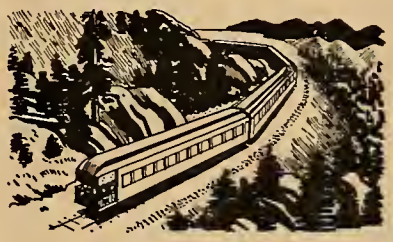

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Southern Pacific

LIBRARY NEWS DEPARTMENT

Edited by MABEL R. GILLIS, *State Librarian*

For many years we considered that county library service given by means of a book truck was not feasible for California. The Ventura County Library in recent years has been experimenting in the use of a book truck in some phase of its service, particularly in connection with schools. Miss Topping has written for us an account of this service, giving us not only the reasons for it and the methods used but also what she feels it is accomplishing. We are watching her work with interest.

BOOKS ON WHEELS

By ELIZABETH R. TOPPING, *County Librarian*

The use of a book truck in Ventura County passed the experimental stage in the fall of 1936 when it was decided to enlarge the service by sending the truck to the smaller schools of the county. One of the reasons for doing this was to provide more general reading books for the children who were not near a branch library and who depended upon the school for their reading matter; another was to insure better care of the books and a greater use of them. But it was soon found that some of the larger schools that had children who came to school on the bus wanted the same service. Sometimes those schools had branch libraries nearby, but the children had no opportunity to go to them. It is the purpose of this article to try to say something more in detail of the reasons for giving this service to both large and small schools and of the principles underlying them.

To say that the present curriculum in our schools requires more books than ever before is to state a generally accepted fact. To say the funds given to the library to provide these books are inadequate is another fact. It is equally trite to say that teachers have more than their share of the world's work and that to burden them with the care of a library in addition to their other work often results in the neglect of the books. The problem of school reading and reference work is common to all schools and in this particular case, an attempt is being made in Ventura County to solve it through a method of distribution: the book truck.

Ventura County Conditions

Ventura County is physically, as counties go in California, a small compact unit. In the early days of county library service it took nearly a week to visit some of the branches; some had to be reached on foot or horseback. Today good roads make every part of the county accessible except in case of a bad snow or rain storm. The roads stretch out like the thumb and fingers of the hand from the county seat, San Buenaventura, or Ventura City. The thumb of the right hand is the Rincon Road along the ocean leading to Santa Barbara, the first finger goes to Ojai, the middle to Fillmore, Santa Paula and Piru, the third over the Conejo grade and the little finger along the coast toward Santa Monica. This compactness makes it easy to reach all parts of the county, and makes physically possible this experiment of lending books from book shelves built on to the sides of a Ford pick-up truck.

What is being tried in regard to the schools is to reach the children who do not have access to a library outside of the school. Some of the schools are located in towns where there are branch libraries, but since the children come and go on the school bus and the family does its shopping elsewhere, the child has no access to the local branch library. The only books it has are those at the school.

Difficulties of School Libraries

As everyone knows school libraries are varying quantities. They depend greatly upon the personnel of the teaching force. It is also quite expensive to maintain separate adequate libraries for general reading in every school with the funds at our disposal. Such books have to be delivered to the schools, checked at the end of the year, sometimes renewed, and often fall into such a dilapidated state that they must be discarded and replaced because there has been no one to look after them. There is also the

problem of the disappearance of books lent to the schools. Children have access to them at times when no one is in charge and they get mislaid and carried away without a record made of the loan.

The Charm of the Unusual

Another factor enters into the case. There is a charm about a library that comes on wheels. Many teachers say that when there is a short session because of bad weather and the truck does not come, the children are keenly disappointed and look forward eagerly to its next coming. When the truck drives into the school yard, the children crowd around it with the books they are returning and become absorbed in the selection of their new ones. They consult with the librarian and the other children, scan the titles and tell their wants. Each time the truck comes it brings a different selection suited to the individual needs of the children of that particular school.

The truck also makes a closer connection between the library and the school. It brings special requests for the teachers and pupils. The teacher talks over her difficulties with the assistant and the next time the truck comes it brings the books to meet her problem. The book truck does not mean that there are no books in the school room, but it does mean that when such books have served their use, they are replaced by a different collection; nor does it do away with reading table books where the teacher wants a few and exchanges them from time to time, but it does insure a constant circulation of new books, better care of all books because none but reference books stay all year. A closer touch is thus established and it makes for better understanding.

Supervision of Book Truck

Perhaps a little bit about the organization of this service would not be out of place. The book truck is under the supervision of a trained librarian who has specialized in children's work. A special collection of books is allotted to her. She may make requests and draw upon the main library just as any other branch. She makes suggestions for new orders of books and these are filled whenever funds allow. At the beginning of the school year and at the beginning of the summer she makes out a schedule and this schedule is maintained except when there is stormy weather. The small schools are visited every three weeks, the larger schools once a week. Arrangements are made in the case of the larger schools for different classes to come out to the truck at different times so as to allow for personal work with each child. Wherever necessary two persons go with the truck. To very small schools we send out one of our clerically trained assistants who has worked under our trained librarian. The librarian in charge plans the schedule so as to cover the county as economically as possible. The purchasing agent says that the cost is 1.485 cents a mile for the maintenance of the truck.

Construction of Moving Library

This brings up the question of the truck itself and the sedan which is used as a truck. The truck is a Ford now over two years old. The carpenter who is on the library staff built book cases on either side. The back can be let down as a desk. The assistants carry card tables and camp chairs as well as the necessary records and stamps and pads etc., for charging books. The librarian or her assistant drives. The car is driven to the rear of the library where it can be easily loaded from the truck collection. The sedan has bookcases in the back which unfold but look like a large trunk when closed. There is no lifting that a woman cannot do easily. Books are taken in at one school on the route and often given out at the next. Seven people work part of their time on the truck. Their truck schedules are necessarily very irregular. On long trips to the mountain schools a start is made at five-thirty in the morning and books are given out at the noon hour at two schools. Under the direction of the librarian in charge each assistant takes care of her own circulation and supply of books. Each school is considered separately and served as a unit.

The cost is divided between the school and the community libraries. Both school books and general books are used on the truck, and the truck is budgeted in both school and general funds. The salaries are all paid from the general fund. A great saving is made by not maintaining large school or class

room libraries in schools which the book truck visits. In addition to the collection of books certain magazines are taken for truck service and circulated to adults and children.

Other Features of Book Truck

The giving out of books is not the only work of the truck. It delivers shipments to branches and schools and often gives an opportunity for an official visit to a branch or school or for story telling. The sign on the side is good advertising for the library and the truck itself creates considerable interest.

But after all the main object is to encourage that love of good books and reading that all librarians desire. Does a book wagon or truck do this? To judge from actual testimony given by teachers, it has induced children to read whole books who never had read any through before. Everywhere the truck goes we have the eloquent testimony of an aroused and intelligent interest in books. The teachers tell us that it means something different for a child to go out to the truck and choose his own book. There is nothing routine or matter of course about it. The child meets the librarian outdoors, often in the sunshine, and finds her a friend and helper. He picks a clean gayly illustrated book and before he knows it he is reading. The librarian follows up his reading and he is no longer that problem, a non-reader.

Books for Mother and Father, Too

One of the by-products is that the adults come to the truck as well as the children, and mother and father and children choose their books together. This is noticeable at a school like Torrey on the top of a mountain where the coming of the truck is an event of the first moment.

So far nothing has been said of the schools where we do not use the book truck for circulating books. All of these schools but one are larger schools. The small one is one in which the teacher prefers to use discards entirely for general reading because her children are Spanish speaking and consist of a floating population. In the other schools we have several cases where a central school library is maintained with a teacher in charge at regular periods. This is, of course, a happy arrangement especially when the teacher librarian is given school time to select new books, to care for her collection and records and really enjoys the work of helping the teachers and pupils.

"Outcomes" of the Project

In closing this short summary of the purposes of the book truck and the principles of the service the points that seem to stand out in a county of the physical formation of Ventura, are that the truck gives out books under trained supervision of people who know books and children, that it brings fresh material to the schools in an economical way, that it brings the school, the library and the neighborhood closer together and that it relieves the teacher of the physical care of the books. For the smaller school it solves the problem of the school library; for the larger school whose children have no access to libraries, it brings them into touch with a highly civilizing institution.

NEWS NOTES

Recently the Visual Education Department of the Santa Monica Public Schools held an exhibit in the Central Library to show to the teachers the kinds of visual material and additional teaching aids available for their use. The exhibit was arranged in certain units taught in the elementary and junior high schools with possible integrative units in the high school and junior college. The Art and Music Departments collaborated with the Visual Education Department in preparing the exhibit. Mrs. Grace W. Broom is Librarian of the City Schools Professional Library.

Miss Helen Luce has resigned from the Plumas County Library to accept the position of First Assistant Librarian in the Solano County Library March 1. Miss Luce is a graduate of Pratt Institute School of Library Science.

Joseph Belloli was appointed librarian of the Pacific Grove Public Library to succeed Ethel DeWitt. Mr. Belloli was graduated from the University of California School of Librarianship in 1935, and since then has been in the reference department of the San Jose Public Library.

Mrs. Carol Ives Alderson took the position of Senior Blind Section Librarian at the State Library, February 1. Mrs. Alderson has had experience in the Kern County Library and the University of California Library. She is a graduate of the University of California School of Librarianship.

The Monterey County Library is now settled in the interesting new court house in Salinas. The space formerly occupied in the Salinas Public Library building had become completely inadequate. Ellen Frink, the county librarian, is to be congratulated on the present quarters which seem convenient and pleasant.

On January 10 San Mateo County Library dedicated a new building for the Francisquito branch on the grounds of the Ravenswood School in East Palo Alto. County Librarian Clara Dills had arranged a program which was carried out in the auditorium of the school. The audience then adjourned to the library building next door and found it attractive, well lighted and comfortable. The dedicatory exercises were attended by four of the five county supervisors, many community leaders who had assisted in the building campaign and librarians.

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SCHOOL TRUSTEES DEPARTMENT

Edited by FLORENCE C. PORTER

THE PRESIDENT'S MESSAGE

The work of the Educational Committee of the Golden Gate International Exposition is beginning to take form and before long we hope the Committee will be able to outline a definite state-wide program and appoint a competent Executive Secretary, devoting his whole time to the work, who shall put into final shape the educational scheme.

John J. Allen, Jr., one of your Directors and your former President, has graciously assumed my responsibility on the committee of seven who have the burden of the committee work. As soon as the plan is thoroughly developed, School Boards will be advised by their County Superintendent of Schools of their opportunity and responsibility in the matter.

Many persons have inquired concerning what action Governing Boards should take with respect to teachers who attain the age of sixty-five years before June 30, 1938. Action has already been decided upon by many Boards throughout the State. Some Boards have adopted an arbitrary rule terminating all employment at sixty-five years of age. Others have made re-employment within the discretion of the Board, imposing the burden upon the Superintendent of deciding which teachers are competent and which ones are no longer capable of efficient service. By this rule the District does not lose the services of outstanding teachers, but does escape the necessity of retaining incompetent ones, that is, assuming the Superintendent is wise enough to make the proper decision respecting those who are and those who are not competent. The former rule, which arbitrarily terminates employment, avoids the necessity of doubtful decision and permits the bringing in at lower levels of fine teachers to strengthen the entire faculty. It avoids the inevitable charge of playing politics, in choosing between the competent and incompetent teacher. Each rule has much to commend it. Our own Board has, after rather thorough and prolonged consideration, adopted the one for arbitrary termination of employment.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Each year the annual convention of the Department of Superintendents, now known as the American Association of School Administrators, is the mecca for school administrators in every part of the United States. Of late years considerable interest has been evidened in these conventions by "lay friends of education" who find in these formal and informal gatherings fine inspiration for closer understanding of the two groups. To quote one of our most successful California school administrators: "The whole matter of lay interest in education is one which particularly should present a challenge to school board members and school administrators for they are the authorities directly charged with the conduct of our public schools, and the expenditure of public funds for the support of education, and their activities should merit the confidence and understanding of the lay groups."

Among California school board members attending the 1938 convention in Atlantic City are Mr. Richard Doyle, President of the San Francisco Board; Mrs. Gertrude Rounsavelle of the Los Angeles Board; Mr. F. M. Turner of Fresno and Mr. Rolla Hayes of Santa Ana.

Much gratification is felt by the C. S. T. A. in the election of Dr. John A. Sexson, to the National Presidency of the American Association of School Administrators. Dr. Sexson is also President of the California Teachers Association, and has been for some years City Superintendent of Schools in Pasadena.

COURT DECISIONS AFFECTING SCHOOLS

(Rehearings may be granted by the Courts in the following cases.)

In the case of Angelis, a minor, vs. Foster, et al., 92 C. A. D. 228, decided Jan. 26, 1938, the Court held that a school is not liable for injuries received from an automobile collision by a pupil while crossing the street, even though the District did on that date fail to furnish the pupil with the District's regular bus transportation service. The Court held that it was the driver's negligence, and not the District's neglect, which was the proximate cause of the injury.

In the case of Ogando vs. Carquinez Grammar School District, 92 C. A. D. 242, decided Jan. 27, 1938, the defendant was held liable in damages for the death of a pupil while engaged in playing the game of hide-and-seek. The play of the pupils was not being supervised at the time by the teachers, as required by the rules of the State Board of Education, The pupils selected as a home base for the game a position near the center of a French door leading into the auditorium. This door had a number of panes of glass and when the Ogando pupil ran to the base she accidentally pushed her arm through a pane of glass and died as a consequence of a cut causing excess flow of blood. The Court in effect held it was negligence for the teachers to allow the pupils to select a dangerous location for the play.

In the February issue of the WESTERN JOURNAL OF EDUCATION, attention was called to the case of Bellman vs. San Francisco High School District, 94 C. D. 561, wherein the Supreme Court had held the District liable for a child injured while going through tumbling exercises. The Supreme Court had, just prior to that date, granted a re-hearing in the case and the final decision has not yet been made.

LEGISLATIVE COMMITTEE

A meeting of the Northern section of the C. S. T. A. Legislative Committee was held in Oakland February 12th for the consideration of probable legislative studies during the months preceding the September convention. Members of this committee include Mr. J. Harold Caulfield, of San Francisco, Mrs. Mildred Bevil, Sacramento, Dr. Louise Hector of Berkeley, and Mr. John J. Allen, Jr., of Oakland. Mrs. Florence C. Porter is general chairman of the committee.

SCHOOL REVENUES THREATENED BY DRASTIC LAND TAX PROPOSAL

By HERBERT F. ORMSBY

Realizing the impoverished situation into which California schools would be thrown by the repeal of the present sales tax, apprehension is felt when any organized attempt is made to repeal the present law without substitution of a better plan to secure funds necessary to carry on public education. Mr. Herbert F. Ormsby, Director of the Research Department of the California State Chamber of Commerce, has given us the explanatory article following:

It appears certain that an Initiative Constitutional Amendment to repeal the retail sales tax and to substitute the old "Single Tax" panacea of taxing land values in place of our present state and local tax system, will appear on the ballot at the general election next November.

This is a dangerous and deceptive proposal. It holds forth to the great mass of the voters wholly unfamiliar with the complex details of our present governmental and revenue structure, all of the immediate self interest appeal of repealing visible taxes which can be seen and felt, and the apparent exemption of homes, personal property or improvements from taxation.

The innocent-looking legal phraseology of this measure as far as it can be understood by the average reader appears to hold forth all of these immediate benefits, but it does not give the slightest conception of the alternative method of taxation which would be placed in the State Constitution, or of the dangerous and far-reaching effects of those provisions.

The effects of this alternative method of taxation are further obscured by provisions for a ten-year transition period. They can be seen clearly only by economists and tax experts. These authorities assure us that this proposal is an impractical and inequitable attempt to apply the old "Single Tax" doctrine for the confiscation of rental values of privately owned land, and that its ultimate result will be to completely wipe out the market value of all land in this state, which represents to present owners a capital investment of at least six and a half billion dollars. The fundamental basis of the "Single Tax" theory is the sincere but fanatical belief of its followers that the private ownership of land is a great social evil, the cause of poverty or depressions, and that therefore our present economic system in so far as it allows the ownership of land, must be changed.

The method by which this is to be accomplished as provided in the measure, is by the exemption of improvements and tangible personal property from the property tax base and the pyramiding of a confiscatory burden of tax levies upon the present owners of land at a rate high enough to take all of its annual rental value, and thus destroy any market value it might have.

Repeal of the state's retail sales tax and other taxes repealed by this proposal would make it necessary for the legislature to find new sources from which to raise revenues

of more than $100,000,000, annually or more than one-half of the state's present income. The measure does not specifically provide that the legislature must levy a $100,000,000 ad valorem tax on local property, but it repeals the present constitutional provision limiting such a tax to 25 per cent of the state's budget, and it leaves no practical alternative as a method for raising the majority of these necessary state revenues.

More than one-half of the $320,000,000 annually now raised by local taxes of cities, counties and districts are levied upon assessments of improvements and personal property. Their exemption would pyramid this entire burden upon assessments on land values. This step alone would take more than two-thirds of the actual and potential rental value of all privately owned land in California, as indicated by present assessments. The addition of the state ad valorem tax would very quickly bring a break-down of the local revenue system including school districts, cities and counties.

Aside from the question of injustice to the present owners of land and the great numbers of people whose savings are invested in loans secured by the market value of such land, there is also the equally serious question as to whether the essential services of government, such as education, relief, and protection to persons and property can be maintained from the actual revenues which might be raised by such a tax plan.

Revenue requirements of three or more overlapping tax jurisdictions are involved. The combined local tax levies have increased some $67,000,000 since the low point of 1933-34, and these increasing levies are already bringing a threat of tax delinquencies and bankruptcies in some counties.

One of the fallacies in this proposal is the assumption of its proponents, that the market value of privately owned land can be taxed out of existence and still continue to be used as a basis for the assessment, levy, and *collection* of taxes. The owners of undeveloped farm lands, vacant lots, or partly improved lands will only continue to pay taxes in the hope or belief that they will get back their investment or some profit through its full development or sale at some future time. If that hope is removed, such property will go on the delinquent tax roll, and the actual tax levy will have to be pyramided on the remaining owners of developed property.

Such a ruinous cycle of tax delinquencies and pyramiding levies may look good to the Single Taxer, whose objective is to reform our economic system by taxing land out of private ownership, but it offers an alarming prospect to those interested in preserving "home rule" by local governments, and in maintaining the essential services provided by districts, cities and counties.

Properties on the delinquent tax rolls provide no funds for the support of local governments. Furthermore, taxation of land values to the degree contemplated in this measure, if put into practical effect, undoubtedly *would require the centralization of all budget control, assessment, and tax levying powers in one agency—the state government.*

These are some of the reasons why this initiative proposal is looked upon not only as a threat to the economic welfare of the state, but also as a threat to the entire structure of local government, including the school system.

"SAFETY FIRST"

By Niel Nielsen

Many and varied are the plans and devices of Safety-conscious groups to bring home to individuals the responsibilities assumed by every person who attempts to drive an automobile. Brief mention was made in this magazine last month to the unique campaign originated in the Long Beach schools, under the supervision of Dr. W. J. Klopp, President of the Traffic Council. Students from Polytechnic High School were selected to speak on the subject of "Safety," and the following address (somewhat abbreviated) was delivered recently by one of these students, Niel Nielsen, at a dinner meeting of the State Safety Council:

It is sad but true, that when the alarm clock rings in the morning, out of the millions of persons it awakens who are gainfully employed in the United States, more than 4100 will be injured during the day in car crashes and 108 of these will never hear the alarm clock again. This sacrifice of human life can and must be prevented! The total of motor injuries to almost a million persons last year must somehow jar us to our senses, and to a realization of the appalling risks of motoring.

Suppose the railroads or the steamship companies or any other corporation killed 40,000 persons in a single year and injured over a million. Suppose also that the chief cause of all this death and destruction was pure human carelessness. Can you imagine the oratory, the denunciations, and the general fury? Yet the cold lines of tpye seem to mean nothing to us when we read in metropolitan newspapers that 11 persons died outright in a single week-end in our own Los Angeles. Do we realize that we in America are submitting to the greatest destruction of life and limb ever recorded in human history outside of war?

If today's automobile accident death rate were true with the roads or cars of yesterday either of these might be to blame. But today we find fine paved highways, cars with all steel bodies, and motor laws and precautions that should make any driving safe. That sixty-one percent of our accidents occur on straight roads, that seventy-five per cent occur on clear days, and that eighty-eight per cent occur when the driver has straight-ahead vision of the road should prove that our driving facilities are not to blame. As a matter of fact with that modern-equipped, quiet, smooth-riding car, why should there be any accidents?

In 1936, 36,000 were killed, in 1937, 40-000 were killed; 7300 persons killed as a result of speeding; 7400 persons killed when operators drove on the wrong side of the road and failed to yield the right of way. These huge totals of death and destruction merely emphasize what everyone who uses the public road knows from personal observation: That a large proportion of motorists drive in a manner which not only endangers their own lives and safety, but the lives and safety of everyone else who uses the public road.

By a campaign of safe driving we must establish effective discipline for motorists. It is silly to wait until a reckless driver has killed someone before depriving him of his license. Any reckless driver is a public enemy number one. He constantly endangers your life and mine, and we've got to regard him as a disgrace and a menace to us.

Then, too, for his own sake if for no other, the careful motorist must drive safe enough for himself and the other fellow, too. He must keep those "prancing horses" back where he can stop them safely when the other fellow makes a fool move; and he must value his neck above the right-of-way for he must remember that there are drunks, slow thinkers, and even cripples who may know how to operate motor vehicles.

There may be plenty of power in that car of yours, but when on the open road you are tempted to step on the gas, for your own sake if for no other be a SAFE and SANE driver—DEATH may lurk at the next corner.

MONROVIA - ARCADIA - DUARTE HIGH SCHOOL

An informative and delightfully illustrated brochure has been issued by the Administrative Department of the Monrovia-Arcadia-Duarte High School, descriptive of not only High School facilities, but of the several elementary schools within the district as well. Although practically no effects of the 1933 earthquake were felt in this area, members of the school boards ordered an official survey of school buildings, which brought to light certain hazards not previously known. Since that time an almost complete reconstruction program has been under way, and the result is an exceptionally well planned group of school buildings adequately safeguarded and capable of caring for school needs for some time to come. Mr. F. D. Krenz is President of the High School Board of Education, and Mr. J. Warren Ayer has been for some years Superintendent of the Union High School and Monrovia Elementary Schools.

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TRADE EXTENSION CLASSES IN BURBANK

By R. E. JOHNSON, *Member Board of Education, and* G. G. TROUT, *Principal Evening School*

In no other place in California has adult education been more popular than in Burbank, a city of about 25,000 people, located ten miles north of downtown Los Angeles. In this hillside town, home of Warner Brothers' First National Studios, Lockheed Aircraft Corporation, and lesser industries, there are two adult schools—the Burbank Evening High School of which the Lockheed Trade Extension unit is a part, and the John Burroughs Evening High School.

Last year these schools, minus the Trade Extension, served approximately one-third of the adult population of the city. There were sixty-two separate classes covering the subjects of English, Social Science, Languages, Music, Commerce, Home Economics, Recreation and Industrial Arts, the latter being in the majority.

The Lockheed Trade Extension Unit consists of fifteen highly specialized classes in aircraft manufacturing, most of which are offered at the plant. These courses are three in Drafting and Technical Related Subjects, Machine Shop, Tool and Die Making, Template Layout, Sheet Metal Hand Forming, Sheet Metal Machine Operating, three in Sheet Metal Assembly, Aluminum Welding, Steel Welding, Inspection, and Airplane Mechanics. The instructors are factory superintendents and foremen, especially trained by the State Division of Trades and Industries. Sixty percent of the 350 students in all the classes, except Airplane Mechanics, are Lockheed employees. This arrangement is necessary to qualify for Federal Aid through the Smith-Hughes and George-Deen Acts subsidizing Trade and Industrial Education.

Due to the lack of skilled airplane workers, and the need for vocational rehabilitation, the Lockheed Trade Extension Unit was organized in the summer of 1937. It offered the most practical way for the schools to serve the public. Knowing this, and the desires of its citizens to meet this challenge in the aircraft field, Burbank School and Lockheed officials pooled their assets and interests for their mutual good.

Today, although the school has been in session less than a year, officials of both schools and plant can point to progress far surpassing their greatest expectations. As an illustration, out of 148 men with a variety of training and experience hired over a period of about two months, 33 percent had to be dismissed. The labor cost alone for training these men before they could be placed on assembly production was about two thousand dollars, to say nothing of the waste of time, material and equipment. Still 33 percent of them had to lose their jobs at a time when airplane manufacturers were actually clamoring for workers.

Under the present set-up new employees are trained in the factory to do the job exactly as demanded, with the privilege of continuing their training indefinitely. They pay nothing. They give only their time and energy. The state and federal government bears the cost. As a consequence the school can offer last minute instruction and training of dollars-and-cents value to its citizens, thereby aiding materially in making rapid trade and industrial adjustments and alleviating economic pressure.

THE SANTA ANA JUNIOR COLLEGE

By GEORGE R. WELLS
President, Board of Education, Santa Ana

Dr. Robert M. Hutchins, President of the University of Chicago, said in a recent magazine article that "One answer to the problem (of education) is the junior college, an institution which has shown us by its rapid expansion that there is need for it. First conceived only forty years ago, this two-year unit of public education following high school is to be found today in most of our larger cities."

Santa Ana comes close to being one of the pioneers in this field since its Junior College is now in its 23rd year. The underlying principle of Santa Ana Junior College has always been threefold and I feel its success may be attributed to these three reasons:

First, we believe that each student is a separate individual differing, to some extent at least, from all other students and as such should be given individual treatment. In this way each pupil has an opportunity to advance as far as his talents will permit. We recognize at the same time, the requirements of colleges and universities and by holding our academic standards high, enable those who desire it to continue their educational program.

Second, we believe in furnishing the student with the best of instructors and in developing him in an all-around way so that he may be better equipped for the battle of life.

Third, we believe each student is a growing personality and should be treated in a sympathetic, kindly way. In other words we do not believe students should be subjected to machine or mass education.

CONSTITUTION APPRECIATION

By BERNARD C. ELY,
A.B., A.M., Stanford University

FEATURES

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NEWS NOTES

UNDER THE joint sponsorship of the Taft Schools and the Taft Co-ordinating Council two twelve-week courses leading to University credits are being offered this spring in the city of Taft, under the leadership of Dr. E. D. Starbuck, member of the Faculty of the University of Southern California. Dr. Starbuck is widely known as an educator and has recently edited a series of books under the title of "Living Through Biography" which are in general use in many California schools.

THE ANNUAL convention of the Public Schools Business Officials Association will be held at Mission Inn, Riverside, March 16, 17, 18, and 19.

An excellent and varied program has been provided looking toward a wider understanding of the efforts of members of the Association to provide efficient business administration for the schools of our state. Speakers include Dr. Walter F. Dexter, State Superintendent of Public Instruction, Dr. Osman R. Hull of University of Southern California, representatives from the State Department of Education and from many California schools. Mr. G. L. Aynesworth will discuss "Supplies from a Trustee's Point of View" on Friday morning. Consideration will also be given to needed legislation.

Because of the close affiliation between Public School Business Officials and Trustees, it is hoped that many trustees may be able to attend this convention.

A RECENT survey of mid-western and eastern states, conducted by the American Federation of Teachers, reveals threatened school deficits in at least eight states. Ohio, Illinois, Iowa, Minnesota, Tennessee and Florida are among those listed. While it is probable that current income will safeguard the schools during the present year, such apparent conditions cannot fail but inspire all governing boards to the most careful scrutiny and consideration of budgets so that such a situation shall not prevail in California.

THE ANNUAL meeting of the Stanislaus County School Trustees will be held in Modesto on March 11th with Dr. E. F. Sodestrom, President, presiding. Mr. G. L. Aynesworth will address the group, after which there will be a round table discussion of school matters.

MR. JOHN R. WILLIAMS, San Joaquin County Superintendent of Schools, has selected April 23rd as the date for his annual Trustees Institute which will be held in Stockton. Mr. George Ohm, and Mr. E. C. Skinner, President and Secretary of the San Joaquin County Trustees Unit, will assist with the program. Speakers include Dr. Walter F. Dexter, and Mr. G. Levin Aynesworth.

THE REGULAR quarterly Executive Board meeting of the California School Trustees Association will be held April 9th in Bakersfield. Legislative needs and important summer activities are to be considered, and preliminary plans for the 1938 convention will be outlined.

California School Trustees Association

(Accredited under School Code Section 2:1520)

G. L. Aynesworth, *President*
Fresno

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Annual Convention . . Los Angeles . . September 3, 4, 5, 1938

WESTERN SCHOOL NEWS

Edited by MORRIS WAGNER

EDGAR E. MÜLLER, principal of the Westlake Junior High School in Oakland, was appointed by the Board of Supervisors, February 11, Superintendent of Schools for Alameda County to fill the vacancy left through the sudden death of his long time friend, David E. Martin. Mr. Müller was unanimously recommended for the office at a meeting of Alameda County educators which included Alameda, Oakland and Berkeley City systems and the district superintendents from the rural areas.

Mr. Müller has been almost twenty years in the Oakland schools. The first half of this time he spent as principal of the Lakeview Elementary School; and later, on the organization of the Westlake Junior High School, he became its principal. Only to pass through his school, one is aware of the fact that he is a much beloved principal. It is said of

Edgar E. Müller

him that he can call by name and knows the personal traits of all Westlake's 1130 pupils and that he can sit by the hour with lists of alumnae before him talking about them and their careers.

Mr. Müller has been one of the Bay Section's educational leaders. He is widely known in his own right—as well as for the fact that he is "Brick" Müller's father!

Edgar Müller is a true Californian. He was born in San Francisco and the early part of his life he spent in northern California, partly in San Francisco and partly in the rural area of Shasta and Butte counties. At seventeen his family moved to San Diego County and he entered the Pacific Beach College at Pacific Beach, where he lived not far from Harr Wagner. Mr. Wagner had been the moving spirit behind the founding of the College and was himself professor of rhetoric and economic geography. Young Edgar was his student.

When Harr Wagner became county superintendent of schools, Müller had just graduated from the San Diego State Teachers College. He secured a position in the little district of La Pesa where he did his first teaching under Mr. Wagner, then an ultra-progressive superintendent. This teaching carried out Mr. Wagner's new revolutionary county course of study, the first in the state which set aside arithmetic as the basis of promotion and made English and literature the "core of the curriculum."

Mr. Müller's teaching experience included the rural schools of San Diego county, Butte, Shasta and Contra Costa counties. He served also as principal in the elementary schools in the city of San Diego before coming into the Oakland system. Besides his experience as teacher, he served as a member of the county board of education in Shasta and San Diego counties. He has always been active in professional organizations and was one of the leaders in organizing the Oakland Teachers' Association. He served as president of that organization and as president of the Alameda County Educational Association, the Oakland Principals' group, and has been a president of the Bay Section of the California Teachers' Association. He has also served almost continuously on the Bay Section council since 1921. He has attended nearly every N. E. A. convention since 1922, and is a member of the N. E. A. Tenure Committee. The past year he has been president of the Oakland Kiwanis Club.

Mr. Müller has had especially good experience to fit him for the position of county superintendent. He knows the problems of both rural and city schools from first hand experience, he knows children and their problems, and he knows teachers and their problems; you never go to him with a problem without finding an answer.

SUPERINTENDENT A. R. CLIFTON last fall secured Miss Mildred Frazee for the position of Curriculum Field Assistant to work in some of the urban districts in Los Angeles County. Miss Frazee has come into the county department on leave of absence from the Los Angeles City Schools where she has been a demonstration and training teacher for U. C. L. A. in the Sawtelle Boulevard School. She has taught also several summers in the University Elementary Demonstration School. Miss Frazee is originally from Indiana. She did most of her undergraduate work in National College of Education, Evanston, Illinois. Recently she spent two years at Columbia as a teacher in the Lincoln School of Teachers College.

THE WORK of the Burlingame schools under Superintendent Lester D. Henderson provides excellent training in service for the teachers in the system. Two Burlingame teachers moved on to very interesting positions in January. Wilbur Moser, who has been a Burlingame teacher for the last three years, was appointed instructor of Mathematics in the Pittsburg High School and principal of the adult evening school. During the three years that he was in the Burlingame system he did graduate work at Stanford toward his degree of doctor of education.

Mr. Moser was one of two teachers in the system who are called relief teachers. Mr. Henderson plans that these two teachers shall relieve each elementary principal two hours a day. The principals teach all day with the exception of the two hours in which the relief teacher comes into the school to take their classes. Mr. Gibson Kingren was appointed to take Mr. Moser's place. Mr. Kingren graduated from San Francisco State College in December with an A. B. degree in education.

DR. WILLARD S. FORD, Chief Deputy Superintendent of Los Angeles City Schools, will assume his duties as Superintendent of Glendale Schools April 1st, succeeding Dr. Norman R. Whytock.

Dr. Ford was appointed on the basis of recommendations of an unofficial committee of four leading California educators. Dr. Ford was first on three of the four lists submitted by members of the committee, who had worked separately and whose names were not disclosed.

The new position offers a salary that is considerably lower than that which Dr. Ford has been receiving, but he believes that there is ample compensation in the fact that the Glendale position offers a splendid opportunity for leadership and for contribution to the teaching profession.

Dr. Ford received his A. B. at Lawrence

Willard S. Ford

College, Appleton, Wisconsin, in 1915, and his M. A. and Ph. D. at Columbia University, New York, in 1925 and 1927 respectively. He began his career in a rural school in Wisconsin in 1908. Then he taught in the Elmwood Grammar School and at the Fort Atkinson High School. From 1916 to 1919 he was Superintendent of Schools at New London, Wisconsin, and from 1919 to 1924, Director of Vocational Education at Appleton, Wisconsin. He was Professor of Education at the University of Southern California from 1926 to 1934 when he became Chief Deputy Superintendent of Los Angeles City Schools.

Dr. Ford was joint author with Dr. Osman R. Hull on surveys of school systems of Alhambra, Glendale, Huntington Park, Monrovia, Pasadena, Santa Ana, Santa Monica, and of the Los Angeles City Schools in 1934.

H. Park Arnold, president of the Glendale Board of Education said of the selection: "We feel that the Glendale school system is fortunate in being able to obtain the services of a man with his professional training and experience in education. I predict that the educational field in Southern California will receive a definite stimulus from his leadership."

Miss Cecile Creed who has been teaching in the sixth grade in the Roosevelt School for a number of years was granted a leave of absence in January to take a position with the Standard Oil Company as field representative for their Standard School Broadcast and the Standard Symphony Hour. Under Superintendent Henderson's supervision Miss Creed was given a free hand with her work in creative art and music which she correlated with the Standard School Broadcast. The creative art work which the children did in connection with music caused a great deal of favorable comment.

During the last four years Mr. Henderson has been furthering the music program in the Burlingame system. Miss Agnes O'Neil, a graduate of the San Jose State College was appointed music supervisor and teaches both instrumental and vocal. Mr. Jack Charnow, also of San Jose State, is a full time teacher of instrumental music and leads two orchestras and a drum and bugle corps in addition to individual instrumental instruction. This individual instruction is given to about 150 boys and girls in the system in preparation for enrollment in the various orchestras, four in number in the system. There is a total of 142 members of the four orchestras. They meet for practice and have an annual concert in May of each year. In addition to the orchestra music and the individual instruction in instrumental music, there is a drum and bugle corps of fifty-two members. Miss O'Neil and Mr. Charnow are assisted by Mr. Berman Mendelowitz, who teaches the seventh and eighth grade general subjects part time and devotes the rest of his time to music instruction. Mr. Mendelowitz is also from San Jose State College.

The Central School Library of the Burlingame schools is now about a year old and is functioning very satisfactorily. It is housed in the McKinley School which is centrally located and easily accessible to the teachers for school materials. The Burlingame system consists of six schools and approximately 1800 children. This includes the seventh and eighth grades. Miss Mary Schindler, the librarian, reports a steady increase in the use of the library under the unit program of instruction.

Miss Helen Durfee was appointed in September to a position in the Pasadena School Library. She is in charge of the recommendation and circulation of elementary school books. Miss Durfee was a teacher in the Pasadena elementary schools and has had experience in the various grades. She was an outstanding teacher in the modern program of the unit plan of instruction.

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THE 100TH ANNIVERSARY OF A. S. BARNES AND COMPANY

By Morris Wagner

The "ancient and honorable" name of Barnes has appeared on school books of America continuously for one hundred years. None of us among the elder ranks of school people can hear the name without a quick vision of the arithmetics, geographies, and above all the readers, that made us what we are today!

For in our school days the text book dominated the educational scene. If modern schools have moved far away from that simple point of view, we must acknowledge that text book publishers took their responsibilities seriously. It was they, pre-eminently, who led the way in educational theory and practice.

The outstanding contributions of Alfred S. Barnes, the founder of his company, have made history for our schools. His first text books, arithmetics, appeared in 1838, and for fifty years they held their own! The Barnes Readers were household companions to more than one generation. Perhaps the greatest contribution the firm made to the enlarging scope of education was the publication of the "Steele Series in Science." These books presented briefly and accurately, in style comprehensible and interesting to children. the story of chemistry, physics, astronomy, and other fields of science. They fell far short of the science text book of today perhaps. But no young person needed to leave school without an intelligent understanding of the main facts of science as they were known to the world seventy years ago.

For a time, after the death of the founder, the house enlarged its field of publications to include fiction and non-fiction of general interest, but in 1906 it returned within the limits of educational publications. At this time, in response to the awakening interest in the physical development of children, the company began the list of publications in this field which has won it special distinction. To this period belongs also their great contribution in the field of reading, the "Silent Readers," marking a departure in the theory and practice of teaching reading.

In 1917 the company was enlarged by the addition to its membership of the Laidlaw brothers, who brought with them into the book list of the Barnes Company the Prang drawing books. These books again mark a departure in teaching. Craft work, modeling, weaving, designing, etc., begin to take a place as "art," alongside of drawing and painting.

Two years later the Laidlaw Brothers incorporated as a separate firm. They are well known today in our western schools for their own contributions, and for the Barnes Silent Readers, which went with them into the new firm. These readers are familiar to us today in their modern form, revised by Dr. Madelene Veverka, Curriculum Director of the Los Angeles City Schools.

A. S. Barnes and Company has been, since 1911, under the presidency of John Barnes Pratt, a nephew of the founder. In recent years the company has specialized in books in the field of physical education, of dancing, games, sports, pageants, and music.

The latest publications bearing the Barnes imprint bring to the school world of today the same qualities of educational vision and leadership that marked their text books one hundred years ago. The warm congratulations of book publishers should go wholeheartedly to this elder of our tribe!

BOOK REVIEWS

From A. S. Barnes and Company, Inc.

Modern Principles of Physical Education by Jackson R. Sharman. Price, $2.00. Emphasis in this book is upon the philosophy and principles underlying physical education. The principles discussed are based upon evidence from biology, psychology, sociology, economics and education. Application of this philosophy will result in a program suited to the special conditions brought about by modern civilization. For upper division college students.

Physical Education for the Classroom Teacher by Dorothy La Salle. Price, $2.00. In the organization of many school systems responsibility for the physical education of children is likely to rest with special supervisors in that field. Their work is infinitely more productive of desired results if they have the intelligent co-operation of the classroom teacher. This book seeks to give such teachers an appreciation of the part physical education plays in broad cultural aims, and its contribution to the good life.

From Stackpole Sons

Consumer Mathematics by Anne Louise Cowan. Price, $1.23. This is a practical approach to the fundamental principles of everyday business relations, particularly in the matters of saving, buying, banking, investing, travel, communication and taxes. The book aims to give high school students the equipment that they will need for efficient management of their own personal affairs once they have joined the ranks of the world's workers. A large part of the book's usefulness is in its handling of terminology that every individual must expect to use and to encounter, no matter what his place in life. Each unit of the book is furnished with study questions, word drills, and achievement tests to determine the students' mastery of principles.

From the Follett Publishing Company

This Man-Made World by Anthony R. Fisher. Price $.88. A popular presentation

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of the state of mechanics today. The story of inventions is traced from the primitive tools of Neanderthal man to the modern miracles of aircraft. The style of the book is simple and direct. The material is of interest to young readers and to adults alike.

From Ginn and Company

THE AMERICAN NATION YESTERDAY AND TODAY by Tryon, Lingley and Morehouse. Price, $1.80. For upper-elementary and junior-high-school grades. Revised to meet the demands of contemporary interpretations of history, this narative centers about people rather than abstract movements: emphasizes the recent years of American history, especially in the matters of foreign relations and economic problems; endeavors to present objective facts, and encourages honest work rather than the frills prompted by a desire for classroom display. Arrangement is in the chronological divisions which are divided into topical units: the units are divided into topics. Oral "questionless" tests, in which the student must employ all of his powers, mental, personal and physical, without teacher-prompting to recitation, help students to gain poise and power to command real life situations.

ADVENTURE by Cross, Smith, Stauffer and Collette. Price, $1.92, subject to discount. In this revised edition of the first book in the Good Reading series, the editors have expanded the group of tales and stories and placed more emphasis upon the writing of the present. The editorial motif in the organization of this book is that reading is for pleasure and companionship as well as for experience and instruction. Offering a definite plan for a high school reading program, the book contains selections, classified according to type, of short stories, narrative poems, nonsense verse, biography, scientific writing, descriptive sketches, and "Treasure Island" and "As You Like It," unabridged. For teachers who prefer to direct students' reading along the line of social interests, the editors have grouped selections under such headings as Good Citizenship, Science, etc. There are footnotes for definition of words and phrases, headnotes to give needed information and background, a dictionary of names and phrases, and discussion hints. Type pages are generously spaced, and there are many fine illustrations.

From the Beckley--Cardy Company

STORY PICTURES OF OUR NEIGHBORS by John Y. Beaty. For second and third grades. Price, $.80. In this, the fifth book in the author's Primary Social Studies Series, interest centers upon community life. The various aspects of community life are presented through the everyday experiences of two typical American children. Subjects around which these experiences are built are: food, shelter, clothing, transportation, communication, protection, and recreation. Desirable social habits, and a co-operative view of life, are encouraged.

From the Wheeler Publishing Company

THE MARJORIE HARDY *My Book* series of work books for use with the basal readers of "The Child's Own Way Series" have been carefully revised on the basis of findings in actual class room use. Improved content, wider spacing, new illustrations, plates and bindings constitute the revision. The workbooks provide the self-directed seatwork that is important for children in the primary grades. The series comprises: Book I, for use with *The New Little Book*, $.12; Book II, for use with *The New Wag and Puff*, $.24; Book III, for use with *Surprise Stories*, $.16; Book IV, for use with *New Stories*, $.16; Book V, for use with *Best Stories*, $.20. There are, in addition, two workbooks in phonics: *My Workbook in Phonics*, Part I, $.20, for use in the first grade; and *My Workbook in Phonics*, Part II, $.20, for use in the second grade.

From the Macmillan Company

DESERT NEIGHBORS by Edith M. Patch and Carroll Lane Fenton. Price $1.75. Although this book is written for children between the ages of eight and ten, it proves to be really fascinatin[illegible]ding for any adult who may have ha[illegible] delusion that desert life is barre[illegible]ures of the desert—lizards, mam[illegible]s, a[illegible]rds—and the beautiful plants have an exciting life of their own, and the authors present highly personalized accounts of this life in a chatty manner that is easy to read.

From the John C. Winston Company

WINGS OVER ASIA by Lowell Thomas and Rexford W. Barton. Price, $1.20. The experience and observation of these two authors have been combined to form a continuous narrative in which authentic material is arranged for the best interests of story-telling. The authors themselves are the chief characters, and their conversations give the book an informal and friendly tone that will appeal to boys especially in tales of action and adventure. But the book is not primarily one of travel and adventure, nor yet a text book in geography, though it is each of these incidentally. It has a broad point of view, a tolerant understanding that different ways of life are natural developments of different surroundings, and far from being queer or mysterious. The book is of interest to adults as well as to young people, chiefly because it stresses the growing interdependence of people with industrialization and means of communication ever increasing.

From the World Book Company

MODERN-SCHOOL ARITHMETICS (new edition) by Clark-Otis-Hatton-Schorling. Seventh Grade, price $.76. Eighth Grade, price $.76. The new edition of *Modern-School Arithmetic* holds to proven methods and materials while introducing new features which class-room experience has shown to be valuable. The book offers guidance in problem solving, abundant practice material, devices to challenge independent thinking, and progress tests to enable both teacher and pupil to know the progress that has been made. Material has been arranged for children of widely varying ability, and presentation of new processes is in finely graded steps to avoid a burden upon the learner. Among the new features of the book is a reallocation of topics among grades to correspond to optimum mental development of pupils for learning these topics. Practice is supplied on an experience basis. Certain basic elements of geometry and algebra are presented whenever their introduction seems natural.

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April, 1938

Summer school is not so bad! Children working in a "Pioneer" unit, U. C. Demonstration School, Berkeley.

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

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VACATION AT SCHOOL

A vacation should not be just an interval between two periods of work, but a definite part of a well-rounded life program.—E. W. Jacobsen.

The use of summer vacation time has become a problem complicated by the very richness of the opportunities offered. We have been so impressed by the steady flow of summer session announcements coming to the desk of the JOURNAL, that it seemed likely we might offer a service to readers if we undertook to classify and at least name over the choices offered within the limits of our own state.

What About the Children?

If the head of the family plans to use vacation time for professional advancement, there need be no sad choice between precious units of academic credit and family unity. Take the children to college with you. So our first classification of summer sessions groups together those universities and colleges on whose campuses provision is made for the children, since their vacation coincides with that of the teaching father or mother.

First, our great University of California. On the Berkeley campus a cross section of the university courses will be presented, from Agriculture to Zoology. But in the department of education the courses are especially full, varied and practical. This will be the second year for the demonstration school, a joint project of the State Department of Education and the university. Here the needs of teachers and children meet in a common focus. The demonstration school is described in more detail on page nine. The cover cut of this issue is a reproduction of a photograph showing a group at the demonstration school working (or playing!) at pioneer experiences.

This happy combination is repeated on the university campus at Los Angeles. Again the full schedule of education courses is "implemented" for teachers by the Elementary Demonstration School supervised by Corinne V. Seeds, the Vacation High School, the Children's Recreational School for physical and constructive activities, and the famous Clinical School for diagnostic and remedial work.

Stanford's summer quarter carries on the full tide of regular university work, with education courses specially enriched to meet the needs of in-service educators. The Stanford Education Conference, a week that now for several seasons has been the high spot of the educational year, will be held July 6-10. This year the theme will be "Social Education." The visiting speakers whose names are nationally famous include William Kilpatrick of Columbia, Lewis Mumford, and William Ogburn of Chicago.

In Palo Alto, close neighbor to the Stanford Campus, children again find opportunities commensurate with those the campus will be giving to their parents. Lucky the youngsters whose vacation will include happy days with the Palo Alto Children's Theater group, and allied activities planned to give them a rare experience for growth and for fun! For details of this project, see page nine.

The University of Southern California, whose campus is within the city limits of Los Angeles, offers visitors from afar even more than a substantial fare of academic units. For to visitors Los Angeles itself, and its surrounding pageantry of nature, arts and sciences, is in itself as valuable as the garnered credits of the campus. Two Los Angeles schools, maintained by the university in co-operation with the City Department of Education, again solve the problem of the children—an Elementary School and a Manual Arts School for secondary grades.

Mills College offers something a little different. The field is more limited in scope. The creative arts take the place of formal academic subjects, and within this field Mills provides unique opportunities for an enriched experience in music, the dance, drawing and painting. Eminent artists in these allied forms of expression will share their time and skill and inspiration with students. Again the famous Pro Arte Quartet will contribute its beautiful concerts to the Mills campus, and its members will teach through the summer.

Mills campus will be the setting for the Progressive Education Association Workshop, from June 29 to August 9, with Dr. Lois Meek as director, one of three such groups to be held this summer in the United States. This will be an experience to be coveted by educators to whom fall the responsibilities of leadership. Education must be considered one of the fine arts at Mills, for a full and balanced professional program is included in the summer session, with three groups of children enrolled for school. These classes will serve for the growth and development of the children and will, as "observation group" serve the needs of students of child development.

"La Maison Francaise" will be a true French community in which brilliant members of the race share their culture as well as their language with student guests.

The State Colleges

The seven state colleges all hold summer sessions. As these colleges evolved from teacher training institutions, their summer sessions still emphasize the practical needs of in-service teachers. San Francisco, San Jose, Santa Barbara, San Diego and the Humboldt State College at Arcata all hold their summer sessions on their permanent campuses, and all include demonstration schools for children.

Chico and Fresno abandon their hot valley homes and migrate for the summer to the high cool mountains. Fresno has long been famous for its Sierra Summer School at Lake Huntington, while Chico moves to the north and holds its session under the serene beauty of Mt. Shasta. Both colleges give a full list of courses, and all the recreational opportunities of mountains, lakes and streams.

Santa Barbara, in addition to its regular session, offers a School of Nature Study from August 8 to 19, two weeks of field work in bird study, trees, seashore life and other subjects practically useful to teachers, under expert guidance, in a setting of rich natural opportunities. San Jose also offers, in its

West Coast School of Nature Study, two weeks at Yosemite and a week at Asilomar for intensive first hand contact with the life of the forest and the shore, with a teaching staff of specialists to supervise this rare experience.

Specialized Groups

At Long Beach and at Santa Cruz Miss Caroline Swope again offers two sessions of three weeks each to elementary teachers. Teachers have learned to look to these sessions as opportunities to obtain in a most practical and concrete fashion the answers to practical and concrete problems arising in the everyday routine of class room teaching. A glance at the faculty assures applicants of guidance that will be definite, helpful and full of inspiration.

The College of Arts and Crafts in Oakland will as always attract professional workers in art as well as those class room teachers who more and more realize that all phases of their teaching must find enrichment through expression in forms of art and craft. Their needs will be skillfully met by a faculty of outstanding artists and craftsmen.

So—whatever need you have for professional advancement or personal recreation—California summer schools will meet you more than half way! Degrees on the university campus, if it's a degree you want. Do you teach in rural districts, and crave the opportunities of metropolitan life? Take your choice—San Francisco or Los Angeles. Are you sick of city streets and city din and rush? The mountains, forest, and seashore wait for you, with the necessary academic units held out in the hand that welcomes you.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE IDES OF MARCH have passed with more rumblings of disaster than has faced this tumultuous world of ours for the past two decades. April 1st has come and gone and the stress at home and abroad still is on its way to some dimly sensed cataclysmic end. If the past few weeks have done anything they have brought more forcibly to mind how closely each individual in the United States (more so than in any other parts of the world) is a witness from the auditory vantage point to happenings affecting the lives and destinies of peoples and nations.

Due to the fact that in the continental United States accessibility to a radio voice is almost one hundred per cent, no matter what portion of the country one inhabits, it is increasingly evident that if evaluation of what one hears upon the radio is to be of true worth the educators of the land must start to teach the methods of sifting truth out of the contrary statements that pervade the ether. Consider the past few weeks in Europe, when hourly reports from London, Paris, Rome, Berlin and Vienna kept one more accurately informed of progress toward peace or war than if one were actually within the limits of those cities. One is a witness to events six thousand miles distant. The fever of the moment actuates one a quarter of the globe away. One wonders if the intellect of the people can stand without breaking the high pressure pounding of dramatic propaganda.

We (who live in the United States) have become accustomed to commercial propaganda because it is the price we pay for listening to the artists provided for our entertainment by the organizations who have some product to sell. Our people have not as a whole sensed the fact that speeches affecting our political and economical welfare are just as one-sided as that of a commercial organization advertising the worth of its product above all others. If we are to use judgment and not fall into line behind the biggest drum corps and loudest calliope we must be taught the methods of detecting and evaluating propaganda. The methods of the high pressure public relations counsel are known, the ways of political press bureaus are an open book, and if public education is to do its duty no pupil should be graduated from our public schools without a knowledge of how the experts go about the moulding of public opinion. Such knowledge may keep us from following false prophets.

WHILE a minor incident itself at the last Atlantic City meeting of the American Association of School Administrators, the formation of an Essentialist Group of Educators has caused more editorial comment than the plethora of other educational matters that were a part of that convention. There is a feeling abroad in the land on the part of parents who have children in progressive school systems (Dorothy Thompson emphasizes this point in her "On the Record" column) that all is not as it is claimed to be. The slovenliness in the use of English, the lack of training to regard the rights of others, the fact that children in these schools are not really able to write a legible hand, cannot read, or spell, still shows that progressive education is not the final answer, as it is claimed. And the reason for this is that the Doctrine of Interest upon which Progressive Education is based does not call for the disciplining of the person or mind. Proper attitudes toward one's fellows are not established by just following one's inclinations. Proper attitudes the Essentialists claim, are the rigid regard for the rules of the game and the accomplishment of some set task. The Progressives assert that the same faults may be charged against those desiring the more formalized educational procedures. But whether or no, both sides are in accord, disciplining of the American youth must from now on, more than ever, be a part of our public education because of the breakdown of the home as a source of moral and ethical training. One feels that somewhere there must be a happy medium between the formalized regimented school and the one in which the individual himself determines his own career. The youth of the land still have to have an inkling of what has gone before them before they can determine what they themselves want.

THE PROPER size of a school district was the subject of a series of conferences between school administrators, board members, teachers, parents and taxpayers in New York State. The recommendations made are worthwhile for the consideration of the whole country. The report says every school district should: 1. Contain enough children so that a well balanced elementary and high school program can be maintained economically; 2. Be so arranged geographically that schools may be conveniently located and transportation, where necessary, easily arranged without requiring long routes; 3. Contain sufficient assessed valuation taxpaying capacity to carry the bulk of the school program; 4. Coincide as far as possible with the natural community boundaries and, where possible, with local government units, so that co-operative services may be arranged, particularly in connection with health, traffic control planning, recreation, the joint use of plant, and proper management of the public debt; 5. Keep the schools and the government of the schools close to the people, so that the citizens generally, including the parents and the taxpayers, may know what their schools are doing, may have an effective voice in the school program, and may participate in the community use of the building.

153,621 PUPILS are studying foreign languages in the New York City academic high schools. French attracts the largest number of students, with almost twice as many pupils as its closest competitor, Spanish. 68,103 are studying French, while 37,533 are studying Spanish. Latin is the third most popular foreign language, with 21,244 students. German has an enrollment of 15,273, while 9,375 are studying Italian. New York City is the only metropolis in the country in which Hebrew is taught. 2,007 students are enrolled in this language.

San Juan Capistrano Mission and the return of the swallows on St. Joseph's day, March 19, made the metropolitan papers of New York and vicinity. In a special wire to the New York Times, and with a picture taken several years ago of swallows at San Juan Capistrano Mission from the collection of the American Museum of Natural History the story is told how, for the 161st time since the founding of the Mission, the swallows winged their way in on St. Joseph's day and are due to depart again on San Juan's day, October 23d.

Credit for recreation activities as a school study is being considered seriously by the New York Principals' Association. Two paragraphs from a recent report of that association give a hint of the idea. Since "children differ not only because of differing mental ability to learn, but because of readiness, temperament, interest, racial factors, home and neighborhood expectations, differing aptitudes and differing experimental opportunities," the report states, "we should like to provide for such differences in needs through the provision for choice of equivalent units in the content subjects and in literature and also through provision for school credit for leisure time activities, for wider contacts with books, the radio and moving pictures; for the use of technics providing for creative expression in the arts and for educationally directive experiences through excursions and day camps."

The American Youth Commission has a fund of $162,000 to spend in four cities and three rural areas in an attempt to ascertain the proper procedures in finding and training the right man for the right job. Various branches of the Federal Government, which seek to supply vocational guidance and job placement service for young people, will support the venture. Baltimore, St. Louis, Providence and Kenosha, Wis., are the cities chosen for the projects; the rural areas are counties in Missouri, Maryland and Wisconsin. The experiment will seek the most effective possible working relationships among such organizations as schools, employment agencies, social welfare groups and others, whose task it is to help young people find and hold jobs. Particular attention will be focused on the relationship between the public schools and Federal Employment Service centers in the seven experimental districts. Occupational guidance, job placement, retraining and readjustment of workers are to be studied. The work is under the direction of Dr. Homer P. Rainey, commission director.

At the annual conference of the Kindergarten-6B Teachers Association in New York City recently the following was considered the definition of the function of a teacher in a future ideal school system: "The ideal teacher would be more interested in developing a spirit of fairness and co-operation in the classroom than in considering such pedagogical problems as grades, tests or marks. She will strive to develop an atmosphere of justice and social good rather than class-competition and petty jealousies. Educators will want the help of parents, but they will reject layman dictation."

Fifty thousand fifth and sixth grade pupils in 250 New York City schools recently heard the first radio broadcasting direct to the classroom by pupil performers under Board of Education auspices. Eleven picked pupils gave a dramatization of "Paul Revere's Ride." Fourteen more experimental programs are planned. Associate Superintendent Stephen F. Bayne hailed the event as one of historic importance in the history of the New York City schools. He called for parents, teachers and principals listening in to join with Board of Education officials in making a careful appraisal of the usefulness of such radio programs. He stated "This project is not primarily a performance for entertainment, but rather to ascertain the educational possibilities of such a broadcast—such possibilities as may lie in the development of discrimination in young listeners, in activating good speech, in enriching classroom teaching and in a number of other directions."

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THE VALUE of a college education in department store occupations was made a questionable factor toward success in such occupations, according to department store executives at a New York City Career Conference of the Vocational Service for Juniors. High school graduates and seniors were told that college training was not essential and that retailing offered great possibilities to young persons. William M. Holmes, vice-president of Bonwit Teller, Inc., declared "The people in the biggest jobs today nearly all started in that good old-fashioned spot—the bottom. The fact is, important as specialized education along retail lines can be, it is still the opinion of our many people that the store itself is the best college of all." Mr. Holmes stated that the development of the right attitude and the right personality was the most important factor in furthering a department store career.

THE FACT that rural districts are most prolific and that since upon them the country must depend for the supply of its population, according to Professor Robert E. Chaddock of the faculty of political science of Columbia University, it is therefore the duty of the United States Government to see to it that the health and education of rural children is its own problem. This dovetails into a report of Aubrey Williams, acting W. P. A. Administrator, a 112-page, handsomely printed and illustrated survey of "Rural Youth on Relief." This report offers proof that Federal Aid to such youth must be continued and extended. The survey indicates that the status of young men and women in the low-income strata of rural society was largely the result of long-time trends in agriculture, including depletion of soil fertility, overcrowding of the land, and in some sections, the practice of farming unsuitable for the area.

WITH SUMMER three months off the question of attending summer sessions or going upon a trip to the mountains, seashore or to foreign climes, or just staying home, is beginning to involve the thought of the teaching profession throughout the country. New York City itself boasts of two institutions that have in years past been the Mecca of thousands of educators. New York University is the one and the other is Columbia University, with its Teachers College known wherever educators meet to palaver.

Both institutions commence regular summer session classes upon July 6 and end August 12.

New York University's Summer Session and Graduate School is under the guidance of Dean John William Withers. Its faculty is composed mostly of regular instructors, numbering around 160 with some 14 of them visiting professors. Among its many prominent educators are the following: English education, Howard R. Driggs; science, Charles J. Pieper; foreign languages and literatures, Rollin H. Tanner; elementary education, Robert K. Speer; creative education, Hughes Mearns; administration and supervision, Albert B. Meredith; teachers-college and normal school education, Ambrose L. Suhrie.

New York University, in the Washington Square area, is admirably situated as to subway, bus and auto transportation to the multitudinous points of interest in the New York metropolitan area. It is adjacent to Greenwich Village and its assorted group of famous restaurants.

This year marks the thirty-eighth summer session of Columbia University. The year 1900 saw the opening session, with an enrollment of 417 students; 1921 first saw the enrollment pass the 10,000, when 11,809 were enrolled. The highest registration points, peculiarly enough, were reached in 1928, and four years later in 1931. In 1928 the students numbered 14,007 and in 1931 they numbered 9 more, or 14,016. Since 1931 the enrollment has fallen, but last year, 1937, it was up to 11,809 again.

Columbia University issues a huge catalog of 290 pages of its summer session instructions, courses and activities. It is a catalog that requires considerable time for digestion. Professor John J. Coss, director of the summer session, is in charge of the largest summer session in the United States. Twenty-five pages of small type list some 875 persons, professors, assistant

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professors, instructors and lecturers, who in the following pages are listed as giving around 400 different courses that literally cover or touch upon most of the known knowledge of the world. Of those giving courses 190 are visiting professors that come from the four quarters of America and Europe.

The summer demonstration school is under the leadership of Director Rollo G. Reynolds; 58 persons are in his faculty, of whom 25 are from outside the regular teachers college faculty.

The listing of teachers college courses in the summer session cover 114 pages of fine type. Among these courses are the units that satisfy a multitude of requirements for as brilliant a galaxy of degrees as any university in the land can give. Description of the courses or of the noted persons in education giving these courses would be a history of past and present day education. Suffice it to say that those interested can write to Columbia University and read for themselves.

As one goes over the list one is struck by the prominence of the courses devoted to library instruction. Among the librarians listed as giving courses is Miss Essae M. Culver, Executive Secretary, Louisiana Library Commission, well known for her work in California in county library work. Also is listed Miss Effie L. Power, associate in library service, Columbia, known throughout the country as head of the children's department, Cleveland Public Library.

Only two California educators are included upon the Columbia Summer Session faculty and they are Arthur L. Acker, Associate Professor of Physical Education and Head Department of Physical Education for Men, Chico State College, Chico, California and Maurice Faulkner, Instructor in Instrumental Music, San Jose State College, San Jose, California.

Dr. William B. Featherstone of Columbia University, formerly Director of Curriculum for Los Angeles, is listed as giving two courses. One is upon Teaching the Slow-Learners and the other is a course in The Advanced School of Education in which he is associated with several others in a Project Conference leading toward a Doctorate.

The Bronxville, New York City Schools, are designated as more than of usual importance as both Superintendent F. H. Bair and several of his faculty are listed as giving courses in the Summer Session.

Noted Columbia professors such as William C. Bagley, Herbert Bascom Bruner, Nickolaus L. Engelhardt, Leta S. Hollingworth, L. Thomas Hopkins, Paul R. Mort, Jesse H. Newlon, S. Ralph Powers, Harold Rugg, and George Drayton Strayer all have their part in the summer session activities.

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A SOLITARY ADVENTURE

By LAURA F. BLAINE

We think highly of summer sessions, and all kinds of collective enterprises and co-operative effort to advance the educational front. But we wonder if there is not still a place, apart from the trumpets of the colleges, for a piece of quiet initiative and study. Such an adventure is the story we publish here, with real appreciation for the surviving capacity for "rugged individualism" which it indicates.

Travel was out of the question last year. Summer school? The two previous summers had been spent there. To submit again to a "course" in the usual classroom set-up was somehow distasteful. I took a week or two for relaxation—plenty of sleep, home cooking, easy-going sociability. Then the need for a project became urgent!

In our county, curriculum revision is up for consideration. Most of us find the prospect of truly "child-centered" schools alluring. But we need information, inspiration, expert counsel, if we are to become curriculum builders. More than anything else we need pertinent reading material. We want to know—what has been done, what is being done, what can we do? Well—why couldn't I look up some material this summer?

The library of the neighboring State College had the books I sought. With no fee of any kind I was free to use them at my leisure. True, I could not draw books out for home reading. But this restriction proved little handicap. The reading room was ideally cool and comfortable—the very best place to study.

Charting the Way

Most of the first day I spent going through the card catalog. Titles under "Education" seemed endless. When I had made my selections I presented call numbers at the stack-room window, took my prizes and settled down to feast.

Study became the order of the morning for the months that followed. Afternoons were reserved for other activities such as sewing, weaving, painting, visiting. This routine worked so well I found myself continuing it after the college summer session had closed. By that time I had begun to draw on the resources of the State Library at Sacramento and our own Santa Clara County Free Library.

I suppose this reading I have done could be decried as "scattered" or "undirected." It did ramble considerably; was often deflected from its original course; eventually became something of an exploration in the literature of modern education. Wherever interest dictated I stopped to read—and to do some thinking. There was no one to hurry me along. For a day or two I might be pre-occupied with monographs on the teaching of spelling. Then I might plunge into Harold Rugg's "The Great Technology" or his "American Life and the School Curriculum." This going back and forth from the technical aspects of teaching to a wider, more general view became a characteristic of my study. It led to a fairly well balanced reading diet. More system, a carefully prepared bibliography, might have increased orderliness of procedure. Could it produce richer, more vitalizing personal rewards?

Listing the Treasure-Trove

A very practical reward was my discovery of the work of Luella Cole. Her analysis in "Psychology of the Elementary School Subjects" clarified my own dissatisfaction with ordinary teaching practice. Best of all, she included plans for simple workable remedies. For instance, her discussion of the value to be gained from a separate vocabulary drill quite apart from the usual reading period will, I believe, make all the difference between a fairly creditable reading program and a highly effective one. My children really enjoy reading and read widely. But they often do not show the growth in skill one might expect under the circumstances. Now I think I see what has been lacking. At least I feel stimulated to do some research during the coming year. Dr. Cole's chapter on simple problems in research for the classroom is one of the most helpful features of her book. I should say she succeeds admirably in her aim to stimulate teachers to "do something different."

For a real thrill nothing else quite equalled Hughes Mearns' "Creative Power." The book fairly set me on fire with ideas to work out with my fourth graders. What he says of the creative spirit of children is true—my experience in art verifies his findings in the field of writing. That our classroom methods tend to stifle this creativeness I also have learned from experience. Mearns' method of leading children to criticize their own work and raise their own standards is the sort of thing a teacher can learn to do by trying, by feeling her way sympathetically, by being acutely aware of the growing confidence of the children in her. But it may be dangerous to set down fragments of Mearns' thought here without the perspective of their proper setting in the book

Among other very real satisfactions of my summer study I would place wider acquaintance with the work of Kilpatrick, Counts, Caswell, and Rugg; my discovery of the quantity of fine research materials from Columbia and the educational departments of other institutions; the contributions of many foundations and experimental schools; the many services of the N. E. A. Reviewing the fine collection of current educational periodicals was a revelation in itself.

An unexpected reward, a sort of by-product of my project, was my appreciation of a new spirit pervading the education department of the State College summer session. I found I was attracted to classes in spite of myself. Here were groups led by inspirational teachers from the field—discussing actual teaching problems, comparing notes, questioning; working things out together. I actually saw attempts being made to demonstrate "artist teaching" in classes of educational theory instead of merely telling how it should be done! In fact, classes next summer promise to be so interesting I may be tempted to investigate—to see if this new spirit is "the real thing."

In the meantime I have really gloried in my own detachment observing developments. I have had this unique interlude to explore educational resources, to take stock of my own equipment, to make far reaching plans. All in my own way, on my own time! Just because I wanted to! It has been fun!

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SUMMER PLANS AT THE PALO ALTO CHILDREN'S THEATER

By Barbara Powell, *Student,*
Department of Drama,
San Jose State College

Everyone knows that it takes a thief to catch a thief. On the same principle we are sure that a drama student, hard ridden by an exacting college staff, is just the one to catch the fine points of achievement in a group much younger than her own, but working toward the same ideals of technique and interpretation.

We knew, of course, that they were "doing something very interesting" at the Palo Alto Children's Theater and accepted with alacrity an invitation to attend the Saturday matinee of "Mary Poppins." But it must be confessed that, fresh from our own strenuous college production of the "Wild Duck," we felt a little "up-stagey" toward this Saturday show. We wondered how small children could possibly know anything about those arts of the theater which loomed as such impressive and difficult problems to us college players.

A small girl, as we entered the Community Theater, handed us a program so clever that right at the start we were almost too captivated to be judicious. Instead of a printed list of the characters, there was a drawing of each one, each so lively and amusing that we knew in advance what fun was to come.

The house was well filled, largely with children of assorted ages, but adults (parents, no doubt) were pretty well represented, too.

As the curtains opened, we were astonished by the beautiful simplicity of the set, and the lighting, costumes and make-up gave evidence of unerring taste and guidance.

The action got under way promptly, and it was hard to believe that the children on the stage whose acting, timing and lines were so competently directed were less than ten years old. There was no self-consciousness. If a slight accident occurred they calmly ignored it and went right on. If a line was forgotten they "ad libed" like professionals.

Even in the difficult second act, where the action required flight through the air, there was no confusion. The children had perfect confidence, and carried out their parts as birds so joyously that spectators forgot the mechanics of the set and accepted its convincing illusion. To the children it was fun. Their own enjoyment carried over so well that illusion became reality.

When the curtains closed we were no longer in the mood of tolerant superiority. As students of the theater ourselves we realized what skillful and understanding direction must be back of this group of little actors.

We were happy to have the opportunity of meeting Mrs. Robertson, the director, and to see the equipment that this lucky theater possesses. There was a rehearsal room, costume room, wardrobes, property room, dressing rooms, work-shops and a kitchen! (No one can do their best when they get hungry!) Sets, costumes and other properties and equipment were so complete that we began to wonder how our college department ever accomplished anything, having so much less to work with than these fortunate youngsters.

While the Children's Community Theater is supported by municipal funds, it works in close contact with the schools of the city. And when school vacation days arrive, the theater group carries on a more extensive program even than during the school term. Children from three years old on are entered, for five days a week. The morning is devoted to plays in preparation. The afternoon provides, under separate direction, activities in arts and crafts allied with the theater. Archery, swimming, and other sports round out a program that should make vacation days a rich and happy experience to the lucky members of this group of children-producers. We went back to our college campus sighing—"Born ten years too soon!"

SUMMER DEMONSTRATION SCHOOL AT U. C., BERKELEY

By John A. Hockett

The marked success of the Demonstration Elementary School conducted at Berkeley last summer has encouraged the University of California to plan an expanded program for elementary teachers during the summer of 1938. The demonstration school will again be operated in the Hillside School plant in Berkeley, and will have the same leadership as last year. Dr. John A. Hockett of the University and Miss Helen Heffernan of the State Department of Education will be co-directors of the school. Mrs. Gladys Potter of the State Department of Education will again serve as principal. Dr. Alvin Powell of the University will be in charge of the health program in the school, and will be assisted by a school nurse. There will be a group of children in each grade from first through sixth, a combined seventh-eighth grade group, and an ungraded or little-red-schoolhouse group.

The teacher for each group and the probable center of interest is as follows:

Edna Pageler, teacher in the Mission School, San Bernardino County, first grade. The dairy.

Ethel A. Ahlport, teacher in Palos Verdes Estates, second grade. Carrying the Mail.

Edna Evenson, teaching principal of Valley View School, Los Angeles, third grade. Pueblo Indians.

Coree P. Josephson, teacher in the University Elementary School, Berkeley, fourth grade. California.

Louise Asplund, University Elementary School at Columbus, Ohio, on leave from the Heaton School, Fresno, fifth grade. How the Pioneers Moved Westward.

Mary Lindsey, teaching principal of Wonderland School, Los Angeles, sixth grade. China.

Edith Redit, supervisor of rural schools, Imperial County, seventh and eighth grades. How the World Comes to Treasure Island.

Emily Rothlin, supervisor in Yolo County, the ungraded group. Foods.

Vivian Borgman, supervisor of Industrial Arts in Pasadena, will be in charge of Industrial Arts.

Purpose of the School

The purpose of the demonstration school is to provide a school situation exemplifying the best, modern ideals of education, and thus to assist teachers and administrators in making a critical study of modern education in practice. As teachers attempt to make the change from older, more formal and dictatorial methods of instruction to more dynamic and flexible procedures which are consistent with present conceptions of child development, they encounter many problems and difficulties. They can receive great help and renewed confidence by observing other teachers who are meeting and solving similar problems.

A conference is held each week for those who observe the work of a particular group, so that teacher and observers may talk over the whys and hows of the program. This opportunity to ask questions and to share the insights of the demonstration teacher serves to make the daily observations more meaningful and to help each observer translate aims and procedures into terms applicable to his own teaching situation.

Health Program

Children's health needs will be met in several ways. Careful inspection of each child's health will be made upon admission to the school. This will be followed by a more extensive survey of the health status of each child, the findings of which will be reported to parents.

Values for Children

For children, the school will represent six weeks of happy, challenging experiences. They will express these experiences in writing, dramatization, art, music, and the dance, and in construction with wood, fabrics, clay and other materials. They will use and perfect the tools of learning in carrying on many purposeful activities. The informal atmosphere of the school will encourage originality, creative self-expression, and mutual consideration in living together the "good life" of a democratic social group.

Last year, some children entered the school with sincere misgivings at the prospect of giving up six weeks vacation time for school. At the end of the period, however, there was unanimous enthusiasm for the demonstration school, and a general wish that it might continue another six weeks.

Related Courses

A basic course for elementary teachers will be offered under the title "The Integrative Curriculum of the Elementary School," (Education 133). The course, which carries two units of credit, will be given in four sections. Dr. Julia L. Hahn, Supervising Principal of Third Division, Washington, D. C., will be in charge of the section for teachers of kindergarten and grades one and two; Dr. Hockett will be in charge of the section for teachers of grades three, four and five; Miss Heffernan will be in charge of Section III for teachers of grades six, seven and eight, and for junior high school teachers, and of Section IV for the teachers of rural schools.

In general, those who wish to observe the work of the demonstration school will also enroll in Education 133A, "The Integrative Curriculum—Laboratory." This enrollment gives two additional units of credit for regular observation in the demonstration school, participation in the weekly conferences, and participation in the program of educational excursions, described in the following paragraph.

A series of excursions will be conducted to various points of civic, commercial, industrial, scientific, and cultural interest in the San Francisco Bay region. The purpose is to enable teachers to enrich their own backgrounds by studying at first hand a number of the institutions and activities of this metropolitan area.

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Sacramento City Schools

The Sacramento Science Curriculum is a well organized program, based on scientific principles, beginning with the experiences of the child in the kindergarten, and serving as a guide to his intelligent interpretation of his ever broadening environment.

Dr. Washburne states that the solution to education "lies in having a basic course required of each child as he reaches the right stage of development, and including in that course only those items which really function or can be made to function in the experience and training of the child."

A planned science curriculum that interprets the child's environment as he progresses in understanding and experiences will exert a lasting effect on his adjustment to his social surroundings.

Definite objectives are set up in our curriculum that are within the child's ability to attain. Experiences taken from the child's environment meet these objectives. An example of such an experience is the unit on mushrooms for the sixth grade. This unit meets two of the objectives set up in the science course: "To develop an appreciation and confidence in natural laws through a study of everyday environment," and "to create a desire for continued experiences and reading in the field of science."

The science room provided a science atmosphere where a child had a real experience. A monitor who had been feeding toads found a mushroom growing in the terrarium. This was the introduction to a study of flowerless plants. Unit Number XVII in the sixth grade science course for spring has as its heading. "Mushrooms are flowerless plants." The science course is not arbitrary. A unit is developed whenever possible when an actual experience brings it to the attention of the class.

The general ideas listed under the unit are: A. Mushrooms reproduce by spores; B. Mushrooms are dependent plants; C. Some mushrooms are edible; D. Some mushrooms are poisonous.

These ideas are followed by suggested procedures for the class, such as the gathering of mushrooms and noting places where they grow; learning the parts of a mushroom; directions for making spore prints; observing that mushrooms do not contain chlorophyll; and determining how they secure food. These suggestions are followed by information of value to the teacher, including rules to follow in gathering mushrooms.

The class questioned why the mushroom was growing in the terrarium. A general discussion brought forth what information the class had concerning mushrooms. Questions were raised, some of which were: 1. Is it true that "toadstools" are poisonous and mushrooms are edible? 2. Is a mushroom a parasite? 3. Do mushrooms grow everywhere? 4. Why are they pale in color? 5. How do they differ from green plants? 6. How do they spread? 7. Are they harmful? 8. Is it true that a silver coin placed in the pan will show if the mushroom is poisonous? 9. Is there any sure way to tell edible mushrooms? 10. Are poisonous mushrooms found in our locality?

These questions were used as a guide for their research work. The class was divided into committees with a chairman chosen by them for each group. The chairman was responsible for the work done by his group. In addition to the school library, the science room also has a library, made up of science reference matter only. These reference books eliminate wasted time in searching for material. Two pupils were chosen to bring in any additional material from the school library. Any reports brought in from an outside source were given special credit on individual cards kept by the pupils. Printed matter brought in was added to the class scrap book. The bulletin board materials were arranged by the pupils. These consisted of pictures of mushrooms found in this locality, pictures of unusual and especially interesting varieties, drawings made by individual class members, and spore and spatter prints. Time is always provided and an effort made to arrange the bulletin board artistically in order to apply those principles which are stressed in the art course.

Slides and film strips were also used, these being ordered from the Visual Aids Department.

The class met to give its reports when all the chairman had stated that their groups were ready. These reports answered the questions that had been raised, and added more information that had been gathered from observations and from reading. One pupil reported mushrooms growing on the school lawn. Pupils who had brought in mushrooms told where they had found them. Spore prints were made from them. The class made a list of rules for the gathering of mushrooms, which are as follows: 1. Avoid all mushrooms in the "button" stage. 2. Avoid all those with pores on the under side of the cap. 3. Avoid all species with a bulb-like base. 4. Avoid those having a white juice 5. Avoid those with thin caps in comparison to the gills. 6. Avoid those not strictly fresh.

The length of time spent on the unit was determined by the interest of the class. An individual pupil who showed an interest in further research continued his work. His interest came from the fact that his father gathered mushrooms for the market.

A radio program in language time used the science work as the theme for the broadcast. The broadcast included a department in art, stories, music, library, poems, talks, and plays. Miss Esther Guthrie, Supervisor of Science for the Sacramento City Schools, was invited to the broadcast, and the program was dedicated to her. At the close of the program the class presented Miss Guthrie with a poster which they had made.

An art problem was also correlated with the science problem. Models of mushrooms were made from clay, showing the different types of caps. A drawing was made of a mushroom, naming the parts. A poster showed the "fairy rings." Another poster was of a toad and a mushroom. Spatter prints were also made of mushrooms.

The work on mushrooms as flowerless plants resulted in real science experiences that broadened the pupils' knowledge through research, eliminated superstititions by the substitution of facts, and provided an opportunity for a better understanding and appreciation of their environment.

The Science Guide for Elementary Schools, January 1936, gives a number of pictures of California fungi, and especially detailed descriptions of the poisonous kinds. This issue of the guide also gives a compact general bibliography of the subject for classroom use.

Herman Aronson *Barbara Jean Morrison* *Lane Aldrich* *June Senkbiel*

GUIDANCE AS COMMON SENSE

Dorothy Francis, *Psychologist*
Hubert H. Semans, *Vice-Principal*
Junior High, San Luis Obispo

Dr. Eliott's five-foot bookshelf would probably be dwarfed beside a bookshelf containing all the articles on guidance. We are lost in the forest of inferiority complexes and teacher college terminology. To get out of the forest it might be helpful to consider guidance methods as the application of common sense to adjustment problems.

Good teachers have always been interested in guidance. But they termed it helping Tom with his personal problem. They didn't give scientific names to all of the symptoms, but they made home calls and discussed with the parents how the school and the home could work together. Good teachers are still doing this, but they are now sometimes aided by a little more objective information and newer, more effective ways of diagnosis and treatment.

Our present elementary guidance program doesn't segregate any child, either exceptionally bright or slow. We believe that all facilities for special help in adjusting children's problems should be centered in the classroom, and that the teacher and parents are responsible for guidance of the child.

Our classroom teachers have the assistance of a group of specialists who help them diagnose the needs of their groups and make special recommendations for individuals. This group is made up of school nurse, psychologist, expert in speech correction, and a director of child welfare and attendance, who work together very informally, but intensively with teachers and pupils. Techniques used for more difficult case studies and follow-ups are those recommended by the California Bureau of Juvenile Research in Bulletins 7, 8, 9, and 10 (new series).

After a complete survey of the child's problem, we sometimes find that we can draw upon the finest specialists in the state for help. Already we have availed ourselves of the service of a famous endocrinologist, one of the state psychiatrists who specializes in children's work, and the California Bureau of Juvenile Research. We thankfully say that the co-operation given has far exceeded our fondest hopes. Concerted examination of the problem, exact definition of the need and persistent effort have brought results.

After securing the recommendations of these specialists, either local or state, the principal or one of the special teachers holds a conference with the classroom teacher or teachers and also with the parents, since in most cases the teacher and the parents will share the responsibility for carrying out the recommendations and watching for new developments. Parent co-operation with our program has been splendid, although in some cases it has been the fruit of long and persistent effort.

Our good teachers appreciate this extra help in adjusting classwork to the needs of their groups and individuals within the groups. They look upon these newer methods as a common sense approach to their problems. Guidance ceases to be mysterious; it is a process of finding a sufficient amount of pertinent fact and using it judiciously to help the students solve those problems manifest in the schoolroom, but whose roots extend into their total environment.

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LIBRARY NEWS DEPARTMENT

Edited by MABEL R. GILLIS, *State Librarian*

This report of a most interesting summer experience, written shortly after the author's return from Mexico, has been held in reserve for this issue, which is centered around summer study and travel.

SOJOURN IN GUADALAJARA

By DORCAS WORSLEY REID

Cataloger, San Mateo County Library

Bookshops and Libraries in Mexico's Second City

Guadalajara, the second largest city of Mexico, is called by her poets "Queen of the West." Situated in a fertile highland plain, with an incredibly blue sky overhead and jagged purple peaks on the horizon, it is a clean, bright city verdant with tropical and semi-tropical fruits and flowers. Tourists usually stop over for a day or two on the way to or from Mexico City via the West Coast route; those who've read guide books will hasten to inform you that the city was founded in 1530 and that it is now the capital of the State of Jalisco, with a population of about 175,000.

The region is known for its proud *charros* and its pretty girls with tiny feet, its excellent *tequila*, its pottery and glass, and its piety. Anita Brenner is precise in characterizing Guadalajara as "distinguished and leisurely," for it remains today deep in the reserved and quiet pride of a Spanish colonial city, not at all impressed with the teeming cosmopolitanism of the capital.

Fortunately for those of us who relish discovering at least certain aspects of an unknown city minus guide and guide book, rarely do these mention libraries, and more infrequently still (if at all) do they tell you of book shops. Interested in both, and chronically addicted to entering inviting doorways uninvited, my month's sojourn in Guadalajara last August provided unexpected attractions: numerous, always alluring second-hand bookshops, and the State Public Library of Jalisco.

Mexican Bookshops

In Mexico browsing in bookshops is especially appealing, for the shopkeepers are usually quite nonchalant about their books, and do not attempt "salesmanship" beyond allowing one to examine what he likes. This is particularly true of the second-hand shops, where books are shelved haphazardly, but more frequently stacked in jumbled heaps on the floor. In these stores the proprietor hasn't the faintest idea of what he has; one must extract a book from the helter-skelter pile and blow the dust off for oneself. But this, of course, is the fun of it: what treasure may not lie hidden in dust and darkness?

In Guadalajara I found just such a store. Like the best of its kind, it was on a side street, and one might have walked past its unassuming doorway without realizing what was inside. I did, in fact, do precisely that one day on my way to the public market nearby. Another time, from across the street, I noticed sunlight glinting on a small brass plate, and below it in a narrow window, a number of dusty books displayed among other odd articles. The plate read *"Arbol de Navidad"* (Christmas Tree; and it was!) and the door was open. In I went; when my eyes were adjusted to the dim light inside I stared about me a bit dizzily. Was this some queer kind of museum that had been hit by an earthquake long ago, and left to decay undisturbed?

Torn costumes, chipped glassware, rusty swords and cracked canes, hideously maimed typewriters, picture frames at rakish angles, badly chipped images, bits of crockery and tarnished silver, carved chests and dilapidated chairs . . . and in the midst of all this, books. Books galore, of every size, shape, and condition, literally stuffed into crannies and cubby holes. Opening up in the rear of the front room was a shadowy and musty labyrinth of nooks and recesses where shelves of books mingled with a superlative collection of debris. Over all, thick coats of dust, and in the corners, amazing festoons of cobwebs.

A Seventeenth Century Doorway

With a glance at the proprietor, who seemed to be deep in conversation with a friend, I moved toward the nearest recess of bookshelves, pushed up my sleeves, took one deep breath, and plunged in. Several hours later I emerged into the light of day exceedingly grimy but grinning like an idiot, for I'd found and secreted in a dark hole several volumes, among them a beautiful eighteenth-century *Quijote*, which I meant to return and bargain for. Later I smiled knowingly when a friend told me he had seen a certain book in the "Arbol de Navidad" two years ago and was still hoping to find it again some day. I could believe almost anything about that truly amazing shop.

Magazine and News-Stands

In the arcades bordering the central plaza I had stopped now and then to buy a paper and to sample the magazines displayed at the news-stands. Newspapers of all political complexions were on sale; the magazines were chiefly of the light fiction and news-week-pictorial type. There were any number of cinema reviews, and a generous sprinkling of short-story magazines with screaming cover designs that correspond to our "pulps." For Mexican magazines comparable with such periodicals as *Harper's, North American Review, Ladies' Home Journal,* and *Forum* I looked in vain.

This casual examination of the reading materials offered to the public in the *puestos* aroused my curiosity concerning the existence of libraries for Guadalajarans. Did those who could not afford to patronize the bookstores have any other recourse? When I learned that there was a State Public Library located just a block from the plaza, I set out one day to see this institution and to discover what I could about it. As I had visited a number of Mexican libraries four years previously, I was prepared for a library quite different from that special type developed so thoroughly in the United States.

The State Library

This particular library was founded during the governorship of General Ogazon, by authority of Article 109 of the law of July 24, 1861.* Under this statute the libraries of a number of *conventos* and seminaries of the region became the property of the state. The story is told that at that time, when the city was beseiged, and the carelessness of the authorities matched the ignorance of the populace, a great number of volumes from these libraries were used in building trenches and thus destroyed. Others, according to eye witnesses, were taken in carts and thrown into the dam of the city's lake, Agua Azul.†

Señor D. Ignacio Acal was chosen to reassemble and preserve the collection, and this was housed on the upper floor of a large stone building formerly a church seminary. Acal's preliminary work of organization and classification was finished fourteen years later by Señor Diego Baz, who published a general catalog in two volumes. On December 18, 1875, the establishment was opened to the public, and it has remained open ever since. In 1890 quarters were enlarged and the books moved to the lower floor of the building. Since that time the library has grown steadily; various improvements in housing, equipment, and service have been made.

An Old Church Seminary

There is no sign or symbol outside the doors of this severe seventeenth-century building to indicate the library inside. Once past the main portal, however, there is a view across an ante-room into the main reading room. Unmistakably a former patio of the seminary, this room, about fifty feet wide by one hundred long, has been remodeled and furnished with modern library fixtures. The smooth grey stone walls, arched balcony, and glass roof present a uniquely pleasant aspect.

Into this central room four closed stack-rooms opened in "dutch-door" fashion: the upper half of enormous doors swung wide to reveal great oblong rooms whose walls were filled with books from floor to ceiling.

Although the Director, Señor Ricardo Covarrubias, was away, I found an acquaintance, Padre Arreola, at work in the director's office when I entered. Sr. Arreola's special field is Aztec culture and he serves as the library's paleographer; he very kindly led a tour of inspection.

Of chief interest, perhaps, was the remodeling of one wing for use as a periodical

*Iguiniz, J. B., "Excursión Bibliographica a Guadalajara," *Boletin del Museo Nacional de Arqueología, Historia y Etnología*, October 11, 1911, p. 66.
†*Ibid.*

section. Here the warm colors (especially the gold and brown tile floor), the excellent lighting, and the tables adapted to newspaper reading, attracted notice. The periodical stacks were then in dark and narrow rooms formerly used as the kitchen and refectory of the school, utterly unsuited to library use. On the second-floor balcony around the main reading room was an extensive collection of theological material, most of the volumes bound in parchment, and many very old. Sr. Arreola called attention to the cryptic seals of the various religious orders burned into the top edge of numbers of these books. There were so many of these theological volumes that they were piled in stacks on the floor against the already over-flowing walls.

The stack rooms were large enough, and airy, but poorly lighted, as might be expected in a building two hundred and fifty years old. In one of the stack rooms was some equipment for binding, chiefly used for newspapers.

Treasures of the Past

Upon our return to the office, I was shown some of the rarities of the collection, kept there under watchful eyes. Chief among the treasures is a splendid copy of the *Civitates orbis terrarum*, printed in Cologne in 1572. The full-page and double-page colored illustrations in this book are fascinating beyond description. It has been reported that during the French intervention, a General Douay offered $11,000 for this work, but was refused. Other rare items include some fine copies of Aztec codices, a Bible printed in Venice in 1497, and many manuscripts of the sixteenth and seventeenth centuries.

According to the Sub-Director, there were about 90,000 volumes in the library when I saw it. They are classified into large subject groups such as law, literature, and history. As soon as funds are available for the purpose, however, the entire collection is to be re-classified under the Dewey decimal system. As for a catalog, there is the two-volume work published about 1875, and the books in use now, of the ledger-book type, with entry in pen and ink under the author's name, followed by title. In the margin is the classification symbol. There is one such ledger for each subject.

Books are circulated for library use only. This was something of a shock, even though I recalled that the same rule holds in many Mexican libraries. Contrasted with the practice of state libraries in the United States, such as that of the California State Library, which loans books and gives research and reference service to libraries far and wide throughout the state, this rule in Guadalajara's institution seemed foreign, indeed.

The Library Staff

The library is administered by a staff of fifteen, including a director, paleographer, sub-director, and a number of circulation assistants and clerical employees. All positions are appointive; the director is appointed by the governor of the state. Salaries? I hesitated to ask about them, but while discussing the personnel, Sr. Arreola said, "The director receives four pesos ($1.11) a day; I am paid two pesos a day." He saw the astonishment with which I greeted this information, and smiled, explaining that this of course meant that he had to seek other part-time work to earn a living. Needless to say, I didn't ask what the circulation assistants received!

The need for reclassification, for a card catalog, and other technical improvements is fully realized. The stumbling block is the old bugbear, money. A negligible budget is stretched to its limits now. The policy of the national and state governments has been to concentrate first on more and better schools: the people must be able to read before they can use libraries. There is now, however, a growing emphasis on library facilities. I read while in Mexico of three traveling book-trucks belonging to the Department of Education that were touring the country as part of a program for development of library service throughout the nation.

And I found this state library well-patronized. There were many eager faces bent over the printed pages of books in the reading room each time I visited the library. There were impressive stacks of cancelled call-slips that testified to frequent use of the book stock.

Several rules of the library are worth mentioning for comparison with our own:

1. Hours: 9 - 1; 4 - 8; Holidays, 10 - 1.
2. Notes may be taken only in pencil.
3. Any inhabitant of the state may use the library. There are no requirements as to voting, tax-paying, having a telephone, or a guarantor.
4. Only portraits of eminent men of letters of Jalisco may hang in the reading room.

This last rule seems an amusingly astute one: whoever is responsible for it understands the Mexican temperament.

Should your vacation plans ever include a stop in Guadalajara, take time to see the state library. If my own experience is any indication, I assure you that you will be cordially welcomed and that you will be impressed with the interested and sincere courtesy accorded your visit.

NEWS NOTES

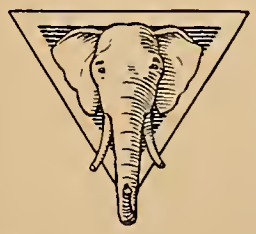
Mrs. Miriam C. Maloy, recently appointed Supervising Catalog Librarian for the State Library, began work in her new position March 1st. Mrs. Maloy is a graduate of the University of California School of Librarianship, and since completing her course in 1931 has had experience in the University Library.

The State Library has installed in the California room an exhibit in celebration of the centennial of John Muir. Autographed books are on view as well as a biographical card in Muir's own handwriting. Some photogravures on satin from "Picturesque California" edited by Muir in 1888 are an interesting feature of the exhibit. The splendid dry point portrait of the naturalist by Helena Dunlap is also shown.

The Santa Clara County Health Department, Adult Education Center and the County Library have started a co-operative program in the Mexican center of San Jose. The health department and adult education center are conducting courses on home care of the sick and care of the home. The Library is providing book service, starting with magazines for the mothers, and picture books for the young children. The beautification of the small building designated as the "library" at the center is soon to be started by the class in home decoration. All of the ideas developed in classes will be supported by articles in books and magazines and from pictures supplied by the County Library.

—BUCKINGHAM—

The Children's Bookshelf



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SCHOOL TRUSTEES DEPARTMENT

Edited by FLORENCE C. PORTER

THE PRESIDENT'S MESSAGE

By G. L. AYNESWORTH

Everywhere I go trustees request copies of the annual report of our last convention; also copies of our booklet containing model form Rules and Regulations and notes on California School Code, and Code of Ethics. It is our desire to place a booklet in the hands of each interested trustee so that he can become familiar with its contents and, if inclined to do so, follow its suggestions. These bulletins are also for distribution to various groups such as the P.-T. A., educational groups, and citizens generally interested in educational matters. We believe such distribution will materially assist us in the accomplishment of our association's fine objective—that is a selective group of well trained board members in each school district in the State. We believe county superintendents will find the booklet a very distinct aid to them in their work.

"Extra-curricular Work and Outside Business for Teachers"

Experience has demonstrated that the average person can do only one job well at a time. There is a limit to the amount of work which one may do efficiently, and for that reason governing boards should be very careful not too encourage too many extra activities on the part of teachers. Some superintendents, principals, and teachers, in most commendable zeal for their work, engage in, or encourage those under them to do more extra curricular aud community activities than are good for their health and efficiency. It is a wise administrator who can guide and direct such activities with benefit to the pupils and community without sacrificing himself or his teachers.

Closely allied with this idea is that of the work of teachers who attempt to engage in business activities on the side which demand a large amount of their time and nervous energy. Most teachers devote themselves exclusively to their work as teachers. Governing boards and the public are concerned with these matters only in so far as they affect the work of the teacher in the school room. A fine sense of propriety should guide the administrator and the teacher in such matters; his contract with the district is his first obligation and should be observed strictly. Rules governing such matters should not be necessary. Outside business demands may very materially affect one's efficiency, one's instruction and leadership of pupils. In such case it seems boards ought to be able to reach the matter in some reasonable way. The urge for extra income leads too many persons into unwise business ventures, and teachers are no exception to the rule. Superintendents and governing boards hesitate to make rules affecting such matters. To what extent, if any, the courts would sustain such regulations is yet undetermined.

TRUSTEES' TERM OF OFFICE

School trustees and members of boards of education in California, are elected to serve for terms of varying length. It has been suggested that a longer term of office, possibly five or six years, would result in less change in board personnel, and more consistent interest during the actual term of office. If any changes are to be made, it will have to be done through legislation, and the officers of the C. S. T. A. would be glad to have an expression of opinion from the trustees now in service.

FIRST AID FOR OUR SCHOOLS

By AXEL C. JENSEN, *Principal*
Le Grand Union High School

Various methods of teaching Safety are effectively included in many California Schools, and in some places interest in First Aid classes has resulted in the establishment of standard courses which have met with considerable public approval.

The interest in First Aid and its instruction had its origin in Le Grand with the high school faculty. The principal, two girls' physical education teachers, and the boys' physical education instructor enrolled for a standard course in First Aid that was being offered by the Red Cross in Merced. Immediately upon the completion of the standard course the principal and the boys' physical education instructor enrolled in a teachers' course.

Soon thereafter we began our publicity program for an adult night class in First Aid and carried out successfully enough to have 47 people enroll. This number was too large for one class, and the class was divided —one group meeting twice each week and the other only once.

The class that met twice a week was fired with enthusiasm from beginning to end, and twenty people of the group actually completed all of the requirements necessary to receive the Red Cross First Aid Certificate. The enrollment held up excellently to the end.

In view of the fact that the state makes it mandatory that every school bus be equipped with a First Aid kit, the high school board made it mandatory that all three of our bus drivers enroll for and complete the standard course offered in First Aid. It is with a considerable sense of pride and satisfaction that we can now say that each of our school busses is now driven by a man who is the holder of a Red Cross First Aid certificate.

Experience has taught us that a class must meet more than once each week, or it will lose interest to some extent and too much time will be lost in review each week. A number of the students in this class lost interest to the degree that they dropped the course. Since a minimum of twenty hours is needed to complete the standard course, we have definitely come to believe it best to conduct either two or three class periods of two hours each week.

The adult classes have provoked much community interest in First Aid and undoubtedly have helped create a better feeling between the community and the school. The high school throughout the year has taught First Aid in conjunction with its Physical Education classes both for girls and boys. The board of trustees plans within the next year or two to make a general course in Health and First Aid compulsory for graduation

We feel safe in saying that the apparent values of First Aid have sold it quite thoroughly to our community, and our board of trustees and the school. It is definitely here to stay—not a passing frill or fad, but rather a course that can more easily justify its existence than many, for it has as its goal the "preservation of human life." What better goal or justification could any course have in a school curriculum?

ADULT EDUCATION IN FRESNO COUNTY

By CHARLES M. DORR

Supervisor of Americanization
Fresno County Schools

The public schools of Fresno County conduct a comprehensive program of Adult Education for a rural region. Nearly two thousand men and women are enrolled in special classes, about four hundred of whom are foreign-born residents attending citizenship classes to prepare for naturalization examinations. Two hundred and forty of these will take the court examinations in May.

Other adult groups are enrolled in a wide variety of courses including: agriculture, commercial work, shop, home-making, music and public forums. Seventy-three teachers are conducting ninety-three adult classes in twenty-eight different subjects. Most of these teachers are members of the day school faculties, able to give only a small part of their time to adult classes. Four high school districts, however, Laton, Selma, Riverdale, and Washington Union, employ full-time teachers for Americanization and continuation education. Other high school districts are now considering the employment of full-time special teachers for their educationally underprivileged residents.

The original objective of adult education in Fresno County was to prepare foreign-born residents for naturalization examinations. This, in many districts, requires special groups in English, home-making, and many other subjects to qualify men and women to enter the citizenship classes. Out of this earlier Americanization education, a broader more comprehensive program is developing. The several school districts now aim to give men and women of a scattered rural area opportunity for spare time instruction in current problems, occupational aids, and cultural subjects equal to that afforded in urban centers.

In Fresno County, as elsewhere, the local communities organize whatever adult study groups they desire in accordance with the particular needs of their districts. The office of the County Superintendent of Schools, does, however, help to co-ordinate the program for the county, giving special assistance to the districts. A supervisor of Americanization helps the teachers of adults to humanize theoretical methods. This supervisor acts as a clearing-house for information regarding teaching materials and methods. Mr. Clarence Edwards, County Superintendent of Schools, with the encouragement of the Fresno County School Trustees Association has secured organizational leadership from many civic groups for adult education.

Adult study groups directed by the public schools develop their own programs to meet individual community needs which are determined sometimes by the nationalities of the population; sometimes by geographical or occupational conditions. In the Laton and Riverdale high school districts, for example, where many residents are aliens, greater emphasis is placed upon English, Americanization, or citizenship classes although other activities are not neglected. The Selma and Reedley districts which have already naturalized a larger proportion of their alien residents, offer a greater number of cultural subjects, but still maintain naturalization classes for those who need them. The Coalinga high school district, primarily an oil region, conducts special adult classes in mineralogy and petroleum development to meet special needs.

Immigration of thousands of educationally underprivileged native-born adults to the San Joaquin Valley creates an increasing need for Adult Education.

CO-ORDINATING COUNCILS

The California Department of Education under the leadership of Dr. Walter Dexter is launching a state-wide study of Co-ordinating Councils. One of the results of this study will be the publication of a handbook on this subject intended primarily for the use of school administrators. This study which is to occupy four months is in the hands of Kenneth S. Beam, who recently completed a similar assignment with the National Probation Association.

RETIREMENT AT AGE 65

From a recent survey of some thirty school districts in California it appears that Boards of Education have adopted different rules to govern the additional five-year "permissive" employment of a teacher who had reached the age of sixty-five years. One Board has reserved the right to require such teachers to accept a leave of absence without pay, if conditions make this action seem advisable to the Board; another Board has decided to permit certificated employees past the age of sixty-five, to teach in the evening school. In several large schools the age limit is being scaled down gradually over a period of several years, thus in some cases allowing a teacher to achieve her full retirement requirements. The majority of Boards included in this survey are accepting the law making retirement effective at age 65, and making no exceptions thereto as to additional employment.

FINE PROGRAM IN ANTELOPE VALLEY

One of the most progressive and forward-looking high school districts in Los Angeles County is Antelope Valley Joint Union High School in Lancaster. In a recent address Mr. Roy A. Knapp, Principal, stressed the value of a program which would furnish opportunities for students to adjust themselves successfully to difficulties and problems of daily living. The value of the efficient use of time and constructive work toward some definite aim also was discussed. Antelope Valley School has long been known for its fine program and the facilities it offers to the students in that large area. Mr. Grant Schokly of Rosemond is President of the Board of Education and J. W. Mays of Lancaster is Clerk of the Board.

BERKELEY CONFERENCE ON FAMILY RELATIONS

The Berkeley Conference on Family Relations of March 8, held under the sponsorship of the Adult Education and Guidance Divisions of the Berkeley Public Schools in co-operation with the Los Angeles Institute of Family Relations, the California State Department of Education, and representative community organizations, broke the attendance records of all previous one-day conferences in the state and proved to be an unusually successful community enterprise.

Upon the recommendation of Dr. Virgil E. Dickson, Superintendent of Schools, the Board of Education assumed financial responsibility for the undertaking in the interest of education as a community experience. The conference was planned and conducted as a co-operative enterprise of home, school, and community. Actively supporting the program as co-sponsors were interested community organizations which included the Institute of Child Welfare, University of California; Berkeley Council of Parents and Teachers; Berkeley Council of Dads' Clubs; Berkeley Council of Social Agencies; Berkeley Co-Ordinating Council; and Berkeley Community Forum. All sessions were organized to conform to the requirements of the adult education program of the State Department of Education which authorized financial support upon the basis of attendance. A registration fee of twenty-five cents included admission to all sessions.

The conference theme, "Personality Development in Family Life," proved to be a topic of vital public interest. At the morning session Dr. Paul Popenoe, General Director of the Institute of Family Relations, discussed "The Mental Hygiene of Marriage," and Dr. Gertrude Laws, Director, Bureau of Parent Education, State Department of Education spoke on "Personality Adjustment in the Home." The general session in the afternoon presented Dr. Vaclav Podstata, Consulting Psychiatrist, Berkeley Public Schools, on "Sex Education and Personality Development" and Dr. Popenoe on "Psychological Differences Between Men and Women." A forum discussion period concluded each general session. The afternoon section meetings were conducted by panel procedure under expert leadership with opportunity for audience participation. The section meeting topics were: "The Mental Hygiene of Adolescence," "The Choices of Young People," "How to Handle Inferiority Complexes," "The Personality of Parents," and a Young People's Forum on "Choice of a Mate and Preparation for Marriage." The evening session included an address by Dr. Popenoe on "What it Means to Grow Up Emotionally," a case conference clinic, and a question period conducted by Dr. Virgil E. Dickson with a panel of conference leaders. A Young People's Forum on "Fundamentals for a Well-Rounded Personality" was conducted as a separate meeting during the general session question period.

Thirty people participated in the all-day conference as speakers, leaders, or panel members. The total attendance for the three sessions was 3121, which represented 1864 different individuals. An overflow audience of 992 at the morning session in the First Baptist Church necessitated the moving of general sessions to the larger auditorium in the nearby First Congregational Church. There were 1127 people in attendance at the afternoon general session and 1122 were present at the afternoon section meetings. There were 1002 in attendance in the evening general session and 937 at the evening section meetings.

Berkeley's Conference on Family Relations created such widespread interest that the Board of Education is giving consideration to the extension of this type of community educational activity. The desire of people for frank and accurate information on problems of human relations represents a challenge which education cannot afford to ignore.

P. S. B. O. A. CONVENTION

Beginning on Thursday morning, March 17th, the eleventh annual convention of the Public School Business Officials again demonstrated the fact that the various educational bodies of California are vitally interested in working out their various problems by co-operation, rather than individual effort. Representatives from the State Department of Education, California Teachers Association, California School Trustees Association and City and County Superintendents participated in the program. All sessions were held at Glenwood Mission Inn, where an air of gracious informality prevails at all times. Exhibits were numerous and well-planned, and afforded an opportunity to learn of many advances made in the manufacture of school equipment and supplies. New officers elected for the coming year are: President, Mr. S. C. Joyner, (Assistant Business Manager of Los Angeles City Schools); First Vice-President, Mr. Don B. Rice, Oakland; Second Vice-President, Mr. Walter Barber, Long Beach; Secretary, Mr. William Cox, Alameda; Treasurer, Mr. Fred Collins, Whittier.

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SISKIYOU COUNTY SCHOOLS

By ROBERT G. DENNIS,
County Superintendent of Schools

Responding to a long-felt need, Siskiyou County is launching a program to aid physically handicapped and underprivileged children. At a county-wide meeting in Yreka, March 26, the Siskiyou County Society for Crippled Children was instituted. The general purpose of this association is to bring the greatest good to the greatest number of crippled and underprivileged children in Siskiyou County by fostering, directing, and co-ordinating public and private efforts in their behalf.

Fraternal organizations, service clubs, parent-teacher groups, civic and religious bodies, represented by official and unofficial delegates at the organization meeting, signified their willingness and desire to co-operate fully in the program to provide greater opportunity for the less fortunate children. These representatives, after adopting a constitution, elected a board of ten trusteees. These trustees will hold a special meetirig at which time they will choose officers for the society, inaugurate a membership drive, formulate plans for achieving the objectives of the society, and ally the local organization with the state organization, known as the California Society for Crippled Children.

The work of this Siskiyou County unit will supplement but will not replace other local work that is being done for physically handicapped and underprivileged children. For three years the county has budgeted money for orthopedic surgery; this service, it is hoped, will be continued by the county. Home instructors for incapacitated children have been provided in the various communities; an emergency school, maintained by the County Superintendent of Schools, brings instructions to children confined to the County Hospital. There are, however, other services that have not been provided locally. To sponsor the local sale of Easter Seals for Crippled Children, to render care and relief to the underprivileged, to stimulate medical clinics and orthopedic surgery, to promote greater educational opportunities for the physically handicapped, and to build up public sentiment in favor of this program are but a few of the challenges that members of the Siskiyou County Society for Crippled Children expect to face and meet.

This brief picture of the establishment of this local organization has been presented with the hope that it may provide a possible suggestion to school and community leaders who may wish to sponsor similar social programs. The theme of this movement is expressed in the following poem, written by Miss Willa Blake, a recent graduate of the Yreka High School:

MAY WE SERVE

Twisted limbs can make a prison
Of the paths his feet should tread.
May we give a little beauty,
Ere his childhood dreams are dead.

Sightless eyes, that banish daylight—
May the sun come creeping through,
Bring into his life a gladness,
Lest his soul grow sightless, too.

May no heart despair of trusting.
May we build instead, a creed:
"Let no child, however humble,
Lack the things that are his need."

LIBRARY DEVELOPMENT IN PALO ALTO

By DR. JOHN C. ALMACK,
Stanford University
Member of Palo Alto Board of Education

The development of a professional library is one of the promising features of the Palo Alto school system. The project is in charge of Miss Jeanetta Gatch, a trained librarian, who has had several years' experience in teaching and library service. She supervises all the school libraries, but because the senior and junior high schools have trained library service, puts most emphasis upon the elementary library and the professional library.

The professional library is housed in the administration building. Its special purpose is to serve curriculum committees with source material which can be used in preparing courses of study for the local schools. Although the library is new, it contains 350 volumes on education, over 600 text-books and workbooks, and several hundred courses of study and pamphlets. A beginning has been made in collecting visual aids, and it is the purpose to make further additions to this type of material.

The number of professional magazines available in the library is fifty-five. In addition, serial reference publications include the United States Catalogue, the Cumulative Book Index, the Reader's Guide to Periodical Literature, the Education Index, the Children's Catalogue, the Book Review Digest and Wilson's Vertical File Service. The library also has two sets of encyclopedias: Comton's (1937), and World Book (1937).

The use of the library as a regular part of the course of study is one of the main aims. The belief is that textbooks alone are insufficient for any course. They are largely supplemented by books which deal interestingly and concretely with the subjects of the curriculum. Particular stress is being placed on new and supplementary books in social science, geography, science and reading. Thorough training is also furnished in library methods for every pupil. To make every school a library center is the ideal which is in the way of realization.

CONSTITUTION APPRECIATION

By BERNARD C. ELY,
A.B., A.M., Stanford University

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HEALTH SERVICE IN THE SAN DIEGO COUNTY SCHOOLS

By IDA YORK, *Superintendent of Schools*
San Diego County

San Diego County school system feels that we have been particularly fortunate for lo these many years in having health service for the schools arranged for us by the County Health Officer, Dr. Alex Lesem. In the directory of our schools one finds a list of thirteen public school nurses, acting under the direction of Dr. Lesem and Dr. Olive B. Cordua, Director of Child Hygiene for the county and Miss Mary C. Wolking, Superintendent of Nurses.

Several of the large schools in our county employ their own local nurse but the nurses giving service to the schools at large receive their salaries not from school funds but from the County Health Department, so these schools enjoy this service without additional school expenditure.

There is a general round-up at least once a year throughout the school system and in some sections a second survey is made. At this time all the children are examined by the physicians in charge, by the nurses and by dentists. The service is also offered to children of pre-school age. This pre-school examination has been in operation long enough so that the benefits are apparent in the improved health of children coming to school for the first time. Defects have been remedied and it is a distinct saving of the child's time and of the public cost for education because the attendance of the children has become more regular. There has been less illness and therefore less absence.

The work of the Health Department is largely health education which embodies physical examination of school children, physical inspection of all school children by the district nurses and follow-up work in the home as well as a program of immunization against diptheria and smallpox. Remedial measures are taken by the individual families or in a case of financial need there are several organizations that help; for instance, the Parent-Teacher Association, the Red Cross and the Welfare Department of the County. The County Health Department does, however, furnish glasses to children. Where it is possible they are paid for by parents but in other instances they are taken care of by public moneys.

We in San Diego County have long felt that the health service offered the rural schools is outstandingly excellent and we have marveled at the ability our County Health Officer, Dr. Lesem, has shown in putting this program over financially. Evidently the public and the powers that be in the county government are health conscious and have accepted the philosophy that "an ounce of prevention is worth a pound of cure."

SUPPLIES FROM A TRUSTEE'S POINT OF VIEW

This address was delivered by G. L. Aynesworth at the annual convention of Public Schools Business Officials in Riverside.

When your president requested me to speak on the subject of supplies from a trustee's point of view, my reply was that I would take the subject but would not promise to stay with it. It is a bit bold of me to come before you, a group of experts on supplies, and discuss with you the matter of purchasing supplies. Yet that is what I propose to do.

The well-ordered school naturally has good buildings, good administrators, good teachers, and adequate supplies and equipment. The word supplies largely covers the word equipment. Schools can easily get into trouble from different sources. An expensive school frequently incurs the displeasure of taxpayers. A school poorly equipped with teachers soon incurs the displeasure of the whole community. Poor administration may bring the schools into disrepute. But aside from those occasions for difficulty in the schools there is one focal point which is easily a constant source of irritation and complaint. This focal point is the Purchasing Department for the larger school units. The small school does not usually suffer from such difficulty. It is usually located in the rural community and its purchases are made through the superintendent's office or through the County Purchasing Agent's office and there is little complaint from any source. So my discussion will revolve around purchasing supplies in larger school units.

Business Diplomats—Agents of Good Will

There are no employees of the school district who require more diplomacy, tact, and good manners than the Purchasing Department. The constant stress upon this department for purchase of supplies affords a constant source of irritation. The Purchasing Department must try to furnish the different schools and their employees with the supplies requested. When requested supplies are not forthcoming instantly, or a different kind is supplied, the Purchasing Department is the center of criticism and censure for which it often is not to blame at all. Here diplomacy and tact and a smile will frequently avert anger and enable an explanation to be made and accepted.

This same tact, diplomacy, and good will must stand the Purchasing Department to hand at all times in dealing with the agent or merchant with something to sell the district. The agent or merchant under pressure to dispose of his goods is not always particularly concerned with the needs of the school or the exact appropriateness of the article offered for sale. The Purchasing Department must be able to size up the article offered for sale, explain the needs of the school and the reason why the article can or cannot be purchased and the price which can or cannot be paid.

Doing Politics

Many people very naturally assume that boards of trustees and boards of education hold their offices by reason of politics and want to retain it by such methods. Nothing is farther from the truth with the high-minded board of education. Its sole purpose is to administer the schools in such a manner as to give the pupils the best possible instruction through furnishing good buildings, good instructors, good supplies and equipment. It has but one demand of its Purchasing Department, and that is that it shall operate efficiently without any thought of political considerations and with the idea in mind of seeing that the supplies which are best for the schools are purchased at fair prices.

Be Fair and Firm

One of the first cardinal rules which the Purchasing Department should establish is the practice of being fair and frank with salesmen, presenting to them the needs of the school and the purpose to obtain the required supplies at fair prices with reasonable profit to the sellers.

Bound to No One

The Purchasing Department must establish and maintain an independence of operation, it must not owe allegiance to any clique, merchant, or salesman, but must at all times be free to consider supplies offered by any salesman and be able to consider the same upon the article's individual merit.

Equitable Distribution

The board desires the Purchasing Department shall, consistent with obtaining fair prices and good quality goods, make an attempt to distribute its purchases among the several agents on a reasonable and just basis.

Rotation or Irregular Buying

Sometimes a system of rotating purchases is adopted where fair prices can be obtained. In that matter no serious objection may be offered, where such rotation is applied it may tend to boost prices. If so, it should be given up for the competitive system of purchase.

Quality Supplies

The board's view point of school supplies is that they should always be appropriate for the purpose desired, and of good quality. Cheapness in quality never pays. Wherever durability is a feature of a purchase, that characteristic should be regarded highly. We realize that pupils are inclined to be destructive of supplies, and in purchasing articles one should keep in mind the element of quality and durability so that money expended shall be as wisely expended as possible.

Harmony Between Purchasing Department and Various Departments of the School

The Purchasing Department must not only try to buy good quality but where possible to buy those articles which best fit into the program of the school work. Of course, the board must in general, usually through the superintendent, determine what supplies are to be purchased, allowing where possible, however, reasonable discretion to department heads relating to the supplies demanded.

Testing—Sampling

The Purchasing Department which is itself capable of determining quality of the goods is out in front in its work. The Purchasing Department should have every facility for testing and determining quality of samples and grade of articles. It should be able to meet on equal footing with the salesmen and be able to discuss the merits and demerits of articles offered. The board expects of the Purchasing Department expertness of judgment, considerate dealing with the public, harmonious co-operation with the school department, efficient record keeping, efficient purchasing, handling and distribution of supplies.

CHICO HIGH SCHOOL SALARY SCHEDULE

By Carl J. Schreiter, *Dean*

At this season of the year many Boards of Education are considering possible revisions of salary schedules. The Chico High School Board recently adopted a complete schedule based on a survey covering a large number of high school districts. Copies of either the survey or schedule may be obtained from the author of this article.

The Board of Education of the Chico High School District adopted, on Feb. 17 last, a salary schedule. This schedule has as its basic principles the attraction of competent teachers and the improvement of the certificated personnel by definitely aligning professional growth while in service with salary increases.

Briefly the schedule provides for automatic salary increases for periods of four years, with the fifth increase contingent upon the fulfillment of a training condition. If this training condition is not met during the specified time, a recession clause provides for yearly decreases until the training condition has been met, whereupon one annual increment per year is restored until a succeeding training condition must be fulfilled. A similar recession clause calls for yearly salary decreases where teachers, having reached the maximum in any class, fail to meet a training condition within each four-year period.

The training condition referred to consists of six units of undergraduate or four units of graduate work (University of California Standard), travel, or practical work in the field in which the teacher is engaged. All training programs must receive the approval of the Board of Education before undertaken.

The salary schedule recognizes three classifications of teachers based upon professional training. The requirements of these classifications are as follows:

Class I: Requisite credential only.

Class II: Bachelor's degree *plus* Special or General Secondary Credential.

Class III: (a) Graduate degree and requisite credential; or (b) Bachelor's degree *plus* Special Secondary Credential and the additional completion of 42 units of work (University of California Standard); or (c) Bachelor's degree *plus* General Secondary Credential and the additional completion of 24 units of work (University of California Standard).

The salary levels in the schedule were determined upon the basis of a careful survey of the October 1937 high school reports to the State Department of Education of forty-three representative California high schools. These schools range in A. D. A from 456 to 3453 with an average of 1218 and a median of 1111 A D. A. The salary levels are as follows:

The Salary Schedule

Years	Class I	Class II	Class III
1	$1600	$1700	$1800
2	1600	1700	1800
3	1675	1775	1875
4	1750	1850	1950
5	1825	1925	2025
6	1900	2000	2100
7	1975	2075	2175
8	2050	2150	2250
9	2125	2225	2325
10	2200	2300	2400
11	2275	2375	2475
12	....	....	2550

WESTERN SCHOOL NEWS

Edited by MORRIS WAGNER

ONCE IN A WHILE colored picture postal cards aren't even bright enough! Have you seen one of Southern California with the brilliantly colored oranges hanging on the bright green trees, with the gleaming snow-capped mountains in the distance? Well, nature really goes the postal one better and adds the most gorgeous flame colored poppies to the scene and white orange blossoms to trees already laden with fruit. If you hadn't seen it you wouldn't believe it. This season of the year is beyond pen or brush, and certainly beyond printers ink on postal cards!

As you drive along mile after mile through endless orange groves, it is impossible to believe the stories of the recent storms. Then suddenly you cross the bridge into Riverside and in the river bottom you see them digging three cars out of the sand, where they had been completely buried, and later you read "Body of Child Dug from Sand."

You drive from Riverside to San Bernardino and as you cross a dry wash about ten feet below the low railroad bridge you see a few lengths of twisted steel rails, mute evidence of the force of the water that had passed that way. So it is, twenty miles or more of undisturbed beauty, and then a dry river bed which only yesterday was a rushing torrent claiming so many lives.

The few Southern California schools which were too close to the path of the water are now feeling it in their budgets in no uncertain terms!

We sat in Superintendent Gauer's office in Anaheim, a perfectly normal office at the moment, while he quietly told us that only a few weeks before more than twelve inches of water had stood in the room which, draining off, had left four inches of silt. He was lucky, he said, for on the other side of town in the low part, there was four or five feet of water and people had to be taken from their roofs in boats.

We heard Superintendent Patten of Placentia bemoan the fact that one of his small schools floated across the street, but that it hadn't *cost any more* to drag it back than it had to fix up the one that had only moved six inches off its foundation! Dangers and horrors and broken schedules have been succeeded by a rueful reckoning of damaged budgets.

THE CITY OF FULLERTON in Southern California has on the arch above the entrance to the town several invitations to tourists. Among them one to visit the schools. It is an invitation one might do well to accept for Fullerton has as beautiful a group of buildings as may be seen anywhere in California. Superintendent R. E. Green has an excellent elementary school library set-up formerly headed by Miss Annette Mackie. Miss Mackie left the system last spring to enter the Los Angeles City School Department as librarian for the new Susan L. Dorsey High School. Her position was filled in September by Miss Ruth Stoever. Miss Stoever has had both school library and public library experience. She worked for some time in the Ventura County Library in the school department. Following that she attended the University of Redlands doing graduate library work. She then returned to the Riverside Public Library to a position in the children's and adults' circulation department. She was four years in this position before coming to Fullerton.

ON THE EVENING of March 14 more than one thousand people gathered for the dedication of the new administration headquarters for the Bakersfield City Schools. Superintendent Lawrence E. Chenoweth is justly proud of the quarters which now houses the administration offices. The location is the same but additional rooms have been converted to the use of the school offices and the whole interior entirely remodeled. The re-modeling of this building has been a long time plan of Superintendent Chenoweth's. The business department headed by James H. Parker, business manager, now has offices adjacent to the other school offices which is a great convenience both to the superintendent and to the business department. The general appointments of the new offices are modern, well-planned and very attractive.

R. T. NEIDEFFER, director of curriculum of the Bakersfield City Schools, arranged for a one week book exhibit the third week in March. Thirty-five publishing companies had their books and instructional materials on display in the board of education room in the newly rebuilt administration building. The exhibit was open every day until six o'clock. Local elementary teachers, city and county librarians, teachers of the high school and instructors from neighboring districts all took advantage of this opportunity to examine the newest and best in books. Mr. Neideffer desired that teachers should have the opportunity to become acquainted with the wide variety of publications now available so that the new trends in educational practice may be met. He emphasizes the necessity for a wide range of reading materials for recreational reading as well as for general and specific information. He wished teachers to avail themselves of the opportunity to examine these books and to realize the amount of material available to take care of the wide variation in pupils' interest and abilities. The local and neighboring teachers became so interested as the week progressed, that they requested that an additional week be given to the display.

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DR. VERNE SAYRES of the University of Hawaii has been at the University of California this year giving courses in the theory of education. He has been giving all of the courses formerly offered by Professor C. E. Rugh, who retired at the close of last year.

MISS BESSIE O. BROWN, Rural Supervisor in Kern County in charge of primary grades, came into that county last September. Miss Brown is a Californian and was raised in Siskiyou County where she had her first teaching experience. From Siskiyou she went into Texas for five years, first as teacher then as principal. Returning to California she taught for a time in Huntington Beach. From there she took the principalship of the East Whittier School, a thirty teacher plant. From that position she went to Culver City where she was district superintendent. She remained in this superintendency until taking her present position as rural supervisor last fall.

Miss Brown has her A. B. degree from the University of Southern California as well as her M. A. degree and administration credentials.

Of the various types of school experience which she has had one of the most interesting was her first school in the mountains of Siskiyou County. The country into which she went was so completely isolated that she had to ride 45 miles on horseback from the end of the stage line. Rural supervision today requires some pretty long treks but none quite that bad.

MR. CARL I. THOMAS, District Superintendent of Schools in Orange County and president of the Orange County Board of Education, reports that the board is working on a revision of curriculum which they expect will develop into a three to five year program. Mr. J. D. Hayes, District Superintendent of the El Modena Schools, was appointed to organize the work.

THE NORTHERN SECTION of the California School Supervisors' Association held its final meeting of the year at Chico on April 4. Floyd L. Tarr, president and Katherine McQuaid, secretary, have had a very successful year. Committees under Ruth Edmands, Grace Minch and Dr. Floyd Caldwell have been active throughout the year and made final reports at this meeting which was generally conceded to be the best one of the year. Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools, took part in the program of this meeting as chairman of the panel discussion and also gave an address which was a report of the progress of the work being done by the state committee on the Teachers' Guide to Child Development in Early Adolescence. The theme of this meeting was the curriculum adaptation to the needs of early adolescence. This was also one of the special subjects upon which the year's committee worked. Dr. Floyd Caldwell was the chairman of this committee.

New officers elected for 1938-39 are: President, Mrs. Arta B. Flood, Rural Supervisor of Placer County; First Vice-President, Mr. Lyle Alison, Rural Supervisor of Siskiyou County; Second Vice-President, Miss Alice Carroll, Rural Supervisor of Sutter County; and Secretary-Treasurer, Miss Lu Crandall, School Nurse of Placer County.

OLD METHODS AND NEW DEMANDS

The Public Education Society is a San Francisco organization open to anyone interested in the betterment of the city's schools. The meeting here described concluded a series of discussions for the purpose of curriculum investigation.

Leading California educators attended the annual dinner of the Public Education Society, held at the Western Women's Club, April 8, for a discussion of "The Old School Methods and the New Demands—What Shall We Do About Them?" The discussion was led by Dr. Hubert Phillips of Fresno State College.

I. O. Addicott of Mills College, compared the changing of curriculum to the moving of a cemetery. The "remains" being dear to a number of people, trouble is sure to ensue. While there is nothing deplorable in the quality of "newness" itself, there is a danger, he asserted, in making changes too rapidly. Educators must have a vision of a desirable curriculum towards which they should work gradually.

Ray Blosser, newly elected president, Public Education Society.

James I. Quillen, of Stanford University, declared that any program of education has its roots in a particular culture in a specific time and in a specific place. It must be determined what values the cultural group desires and what values the school hopes to achieve. In our own country, for instance, the school plans to achieve democratic values. Moreover, in planning any program of education, the individual child must be clearly in the foreground of attention, his potentialities considered. Formerly the best preparation age could give youth was the heritage of the past. But culture today is highly complicated, urbanized and increased in tempo. Progress in science has led to specialization and interdependence. Youth no longer feels itself needed in the world; it has become second in importance to machinery. To gain insight and the ability to solve problems youth should be able to participate actively in our culture, and to apply to our social problems the scientific process of thought that has brought us so much material progress.

Dr. John A. Hockett, of the University of California, also indicated changes in the nature and circumstances of education. The function of the school, formerly, was to add a few little tasks and skills to what children learned in the home and in the community. Teachers were dictatorial and children learned only what their teachers approved. Today the school seeks to develop the child's own ability, to give him confidence. Poise and balance enabling children to meet new situations are considered more important than a rigid system of grading which results in mental strain and hectic competition. Dr. Hockett emphasized that the newer programs of learning do not mean to scrap the old altogether, but to incorporate the best of the old with the best of the new.

Dr. John L. Horn, of Dominican College, brought a new tone to the discussion with the provocative statement that the world is not changing. This statement proved to be a boomerang because it was taken too literally by his fellow speakers who made frequent references thereafter to what they believed was obvious fallacy. Dr. Horn perhaps meant that the world is not changing now any more than it ever was at any one period in its history, and that human nature is essentially the same. Anyone, he felt, could see that there is change. His answer was, simply: "What of it?" Since there has always been change, this is the normal order of things.

Dr. John Paul Leonard, of Stanford University, pointed out that culture today is not the "accumulation of knowledge" but the "power of the individual to deal adequately with the problems he faces." Schools should not keep out the world, he said, for education is not got from books alone but from living. Understanding, being a developmental process, does not belong either to the past or to the present exclusively. Schools must expect to find solutions to a wide range of problems all the way from: "How can I keep my boy friend?" to "How can we keep out of war?" and no single subject such as geometry or history will supply the answer.

George A. Pettitt of the University of California, focused his attention upon the nature of higher education and its relation to vocational problems. People go to college because it affords the opportunity to gain a higher status, more prestige and more money. Universities, recognizing this, have had to specialize to prepare students for jobs. The "major" system indicates this trend which has ruled out a truly general education. There is a great need in our country for the ideals and leadership that can come only from a common basic culture. For such a culture good general education, in contrast to the present specialization, is needed. In a nation which lacks a common purpose, it is easy for one self-styled leader to manufacture a purpose to impose upon the people as a whole.

No attempt was made to resolve all opinions expressed in this discussion. Dr. Hubert Phillips, in closing the discussion, stressed one thing that all educators and all parents should remember. "We haven't been successful in making a co-operative people. We haven't even been successful in making a democratic people," he said. Whatever the pros and cons of progressive education, therefore, it would seem that something has been wrong with our system.

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BOOK REVIEWS

From Ginn and Company

Modern Practices in the Elementary School by John A. Hockett and E. W. Jacobsen. Price, $2.60. The authors of this book would probably be surprised if the reviewer were to describe it as a masterly piece of translation. Undoubtedly it is "an original document." But its great value is that it translates into lucid English, into the words of our everyday speech, that vast body of "pedagese" which has accumulated around the philosophy and the program of modern education. "Elders of the tribe," trained long ago in the simplicities of a fixed course of study and a predetermined ideal of discipline, have lamented bitterly, perhaps justly, that the swift changes in method have led only to confusion. Young teachers, passing with gingerly step from their own college classroom to face their first classes in the elementary school, must often have longed for the old precise chart to guide their voyage into unknown seas. Old and young, they buffeted high tides of words—long words of many syllables, of very special meanings.

E. W. Jacobsen

John A. Hockett

Like a clear and quiet dawn after a troubled night, this book translates the new approach to education into terms of very human and limited teachers, engaged with very lively realistic children, in the average classroom setting. A "philosophy" emerges that sounds amazingly simple, when put into everyday speech. It sounds amazingly sensible as well. A program emerges pretty definite, with all kinds of practical details considered and provided for. Almost any teacher might well say, "Why that is *my* classroom, my own special problem, and of course that's just the way to handle it. I wonder why I didn't think of that before!"

Naturally. For the authors have been in your classroom. They have been in so many classrooms that with the true instinct of good writing, they have recognized those fundamental situations and problems that are inherent in all teaching. And if they don't at all assume to "know all the answers," they know so many that only a very confident teacher could afford to ignore this book, this mature harvest of long, practical experience, of scholarship, of lucid interpretation.

Dr. Hockett is a member of the department of education, University of California. Dr. Jacobsen is Superintendent of Schools, Oakland, California. Miss Kathleen Dougan contributes, with her beautiful camera work, a very distinguished share to the value of the book. Her pictures were taken in actual classroom situations, and to a degree rare in bookmaking do they actually "illustrate" the text of the authors.

From J. B. Lippincott Company

BOTH SIDES OF THE MICROPHONE by John S. Hayes and Horace J. Gardner. Price, $1.25. With the increasing importance of the radio in the educational program, this book makes a timely contribution to contemporaneous classroom needs, although it was not written specifically for school use. It describes all the elements that enter into the creation of programs, and all the mechanics of broadcasting them. On the other side, the radio programs are discussed from the point of view of listeners beside the receiving sets.

From the Gregg Publishing Company

TYPEWRITING FOR PERSONAL USE by Blackstone and Yerian. Price, $1.32. The purpose of this textbook is to teach in a minimum time the uses of a typewriter that are to be found in school and at home. Typing has not only routed longhand from offices. It has passed beyond the stage of a vocation to become a part of personal equipment. Courses in junior high schools, therefore, should supply practice in forms other than those limited to the business office. This book contains exercises such as the typing of themes, book reviews, letters, programs, posters and revisions of rough drafts.

INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE by Ridgley and Ekblaw. Price, $1.84. The effect of physical factors of environment upon various geographical sections is discussed. There are sixteen types of climate in our world, and each type determines the manner of life, industries, products, occupations, and customs of the area it covers. Maps, graphs, pictures, and statistical tables illustrate these divisions. For use in secondary schools.

THE ESSENTIALS OF BUSINESS MATHEMATICS by R. Robert Rosenberg. Price, $1.20. For its main objectives, this book has: the development of speed, accuracy and neatness in fundamental processes of commercial arithmetic, skill in short-cuts and in mental computations, systematic procedure, and understanding of business subjects. There are classification tests for the grouping of students by ability, and timed reviews.

From the Caxton Printers, Ltd.

THE BLUE-EYED GOD by Francis Rotch. Price, $2.50. A re-telling of the Aztec myth of the fair god who reigned in Mexico, long ago, and taught its people the arts of peace. In this newest telling of the tale Quetzalcoatl is no god, but a shipwrecked Scandinavian viking. He and his rescuer, the Toltec boy, Xtli, go through rare adventures together, and an ancient land lives again for contemporaneous youth. Good supplementary reading for the always popular units of work on our neighbor, Mexico.

From V. V. Green, Printers, Coachella, Calif.

THE COACHELLA VALLEY AND ITS DATE INDUSTRY by R. H. Postlethwaite. Price, $.25. A comprehensive monograph on one of the most interesting regions and one of the most interesting industries in California. Should be available in school libraries as source material for units of work on California desert regions or on foods and their production. More than a source book, this is the story of a great adventure, how the ancient staff of life, date fruits, came from far-off desert oases to modern California, how it was adapted to our conditions, how it is grown and marketed.

From Harper and Brothers

BEHAVIOR AND BACKGROUND OF STUDENTS IN COLLEGE AND SECONDARY SCHOOL by Ruth Strang. Price, $4.00. This is the second in the author's series of analyses of the personnel work in colleges and secondary schools that is planned to help students develop fully their capacities for contributing to the work of the world. The book organizes knowledge that has accumulated from scattered investigations relating to adolescent problems, physical characteristics, intelligence, personality, attitudes, social and economic background. Such organized knowledge will aid faculty counselors to appraise accurately the bearing of social and economic background upon the student's potentialities.

COUNSELING TECHNICS IN COLLEGE AND SECONDARY SCHOOL by Ruth Strang. Price, $2.00. A detailed consideration of technical procedures in personnel work—records, case studies, interviews, observation, rating scales and autobiography.

From Prentice-Hall, Inc.

THE INSTRUCTIONAL PROGRAM by Frederick Arthur Ford. Price, $2.75. The author's aim in this book is three-fold: to work out a coordinated master program on a state-wide scale; to give a comprehensive bird's-eye view of it; and to outline improved organizations, state and local, and the functions of personnel in them. The book is written with the idea in mind that the aim of all education is "social efficiency", that is, "the possession and utilization of the abilities, attitudes, ideals, skills, and knowledge which make it possible for one to fill his place in the social group with pleasure and profit both for himself and for the social group." The author plans to chart a course between the old drill program and progressive education, preserving worthwhile procedures of the former and incorporating practical features of the latter. He reviews principles of learning, educational aims and philosophy, and supervisory techniques with a view to planning a more efficient program.

From Thomas Y. Crowell Company

ESSENTIALS OF DEBATE by John R. Pelsma. Price, $1.00. Although planned for college use, this book is simple enough in diction and organization for high school students. In accordance with the precept "We learn to do by doing" the book is so arranged that theory and practice can be supplied to students simultaneously. The book may be considered not merely a handbook on how to win a debate, but as education in speech and in the art of persuasion in general. Specific lesson plans are given in an appendix, and exercises for the use of principles are listed at the end of each chapter.

* * *

(Erratum: *Experiences in Thought and Expression*, reviewed in the February issue of THE WESTERN JOURNAL OF EDUCATION and listed under Charles Scribner's Sons, should have been acknowledged as a Silver Burdett Company publication.)

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A 1938 TEXT

In Economic Geography

The Influence of Geography On Our Economic Life

Well-Known Authors. Dr. Douglas C. Ridgley, Clark University, has had extensive teaching and writing experience in elementary, secondary, and college geography. Dr. Sidney E. Ekblaw, University of Kansas City, has taught on the several levels of our educational system. In addition, he has had wide editorial experience with geographic periodicals.

Physical Geography Foundation. The text recognizes the fact that the average student beginning **economic** geography needs to know the fundamentals of **physical** geography. About a third of the book is devoted to this phase of the study.

Climatic Region Treatment. For the first time in a secondary school textbook, the authors classify the land surface of the world on a climatic basis (16 climatic regions).

Maps and Pictures. More than one-third of this interesting book is taken up with maps and pictures. Practically all the maps were made from original source material, and the hundreds of pictures carry captions that are supplemented with explanations that teach. The "thumb-nail" graphs are a feature.

A One-Semester Course. "The Influence of Geography on Our Economic Life" was written for one semester of instruction. Its contents are well balanced and comprehensive.

Teaching Aids. The authors are preparing a teacher's manual, a work book, and correlated tests. These aids will be ready for use with classes next fall.

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Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

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The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

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MUSIC IN THE SCHOOLS OF A DEMOCRACY

BY CHARLES M. DENNIS

Director of Music, San Francisco Public Schools

The recurrence of National Music Week each May gives a stimulus to a consideration of the American Way of public music education. This term is used advisedly, as nowhere else in the world is there a duplicate of the American philosophy and practice in this field.

It is peculiarly fitting that this movement be stressed during 1938, as it was in 1837 that the Boston School Board appointed Lowell Mason to teach his method (then new) to the children in its schools. That the City Council failed to appropriate the necessary funds is just another demonstration that flaws in municipal government are not of recent origin. Mr. Mason, however, taught without pay and supplied his own equipment. He proved so conclusively the efficiency of his work that in 1838 he was officially placed in full charge. His idea that the average person could be musically trained and the principles upon which the new music pedagogy were based provided the foundations which underlie the vast system of public school music today.

That any of the expressive arts could make progress and secure support from a people occupied in conquering a continent is a tribute to its usefulness; that it could grow out of a region whose inhabitants descended from a group suspicious of the pleasant things of life testifies to its vitality. That, nevertheless, is the record it established. City after city in the East followed the lead of Boston. The great migration into the Middle West carried with it the belief in public education and included music in the subjects it considered important. True, its contribution was largely recreational, but through the influence of the winter "singing school," taught (and very successfully) by itinerant musicians, the principles of teaching the technical phases of music found their way into the schools. Music sight reading shared with spelling bees and other exhibitions the burden of demonstrating the results of public education to the public. However, only with the recent acceptance of certain objectives of public education did it become apparent that through music could be developed the qualifications of a good citizen—physical, mental, spiritual, cultural, vocational, social, and avocational. Small wonder, indeed, that it overcame the stigma of "frill" and expanded in extent and importance. Few subjects can show such a long period of inclusion in public education or such a record of growth without benefit of the term "solid" and "required for graduation or college entrance."

The period of most rapid development has been during the present century. It is during these years that educational subjects have been subjected to a very searching analysis. The slogan of "Education for Use" has stimulated great changes in accent and notably expanded our offerings, particularly in the vocational field. These three decades have witnessed tremendous growth and expansion in automatic machinery. Superficially this would indicate a preoccupation with mechanical development and a trend away from the arts. Deeper examination shows that as the responsibility passes from the man to the machine, "practical" education loses in importance and "cultural" activities gain. What the individual does outside his occupation determines his degree of satisfaction with life. As he becomes more and more deprived of self-expression in his work, compensating activities become essential. Add to this the realization that more machines mean less hours of work and more of leisure and the change in accent becomes intensified.

This shift in emphasis likewise places greater responsibility upon the teachers of music and other expressive arts. When a subject grows out of the "frill" class its exponents can no longer teach it as before. New objectives must be recognized; new techniques developed and a fundamental philosophy established. This is the point at which school music teachers are most likely to clash. Advocates of "attitude" oppose those of "skill"; "appreciation" finds itself a foe of "participation"; "creative" activity amuses the proficient securer of "results." The finest hope of harmonizing these seeming divergent views lies in the Music Educators National Conference, with its geographical sections and their local districts. In their meetings clinics, demonstrations, papers and discussions pave the way to a clearer understanding of objectives and procedures, with a resultant open-mindedness and disposition to compromise.

Out of all these conflicting aims there is growing an acceptance of certain basic principles. The art values of music are taking second place to its human values; its cultural importance is far above the vocational; its contribution to citizenship greater than technical accomplishment. For the talented minority specialized instruction is valid and essential, but for the great mass of our young people the music educator may well rest content if as a result of their public school music experience they possess:

1. a sympathy for all expressive art;
2. a tendency to seek musical experiences, either active or passive;
3. a more cultured and sensitive nature;
4. a preference for co-operative rather than competitive effort;
5. a respect for the accomplishments of other peoples;
6. a means for utilizing leisure hours in constructive ways.

That we are succeeding to some extent is shown by the interest other nations are taking in our system. This is indicated by the tribute paid our musical progress by Ernest Fowles, an outstanding English music critic and a frequent visitor to America in his later life. In speaking to the Musical Association in London in 1931 he said: "Looking at the problem of American music as a whole, it seems to me to amount to a challenge to the entire world to do likewise. It is certain that nothing like the present enthusiasm for various forms of musical equipment has ever before been known—they have taken music to themselves and are determined to educate the mass of their people on musical lines."

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

TO AN OUTLANDER Philadelphia, Pennsylvania, U. S. A., in the spring has its moments. Winter departs and the warmth of the sun and the moistness of the air, day and night, cause the leaves to make such a lush growth in a few days that wisps of trees curtain off drab and majestic homes. The grass turns greener and grows inches in a week. The azaleas burst into bloom, the tulips grow knee high, the dogwood comes out and makes Valley Forge a fairyland. The drives along the Delaware, shaded by elms and maples, with years to them, are embowered passageways. Poplar trees guarding alley gardens give a Romanesque feel, lacking only the stateliness of dark green cypress. Days become warmer and all time heat records for April days are broken. The natives say it is very unseasonable weather. We shall have to report to the Los Angeles Chamber of Commerce. "Unseasonableness" is much more to the point than "unusual." But then should we expect exactness in a city made famous by the Saturday Evening Post, or was it Benjamin Franklin?

The City of Brotherly Love has had little effect upon the mores of the automobile drivers. After having driven in the major cities of these United States we can truthfully say that Philadelphia can be given first prize for the proficiency of its horn drivers. One would naturally expect that an atmosphere engendered in the distant past along Quaker concepts would be filled with gentleness and peace. On the contrary. Down Chestnut and up Walnut the horn blowing citizenry honk and honk their way to and from the cavern streets of downtown Philadelphia. To gain as much space as an auto length and a split second is an acme of achievement seemingly the goal of three-quarters or more of the motor driving public. Drive as fast as you can and make the other fellow give way is the tone of the street. The fact that Philadelphia has one of the highest accident rates in the country for motor vehicles is apparently of little moment in the consideration of drivers. It is the other person who is going to be hurt. And what is more noticeable is that the feminine touch upon the horn is just as constant and raucus as that of the masculine hand.

Then, the church buildings! They leap out at you from every corner and alley. Denominations of the past and the present. Gray buildings, stone buildings, caricatures of the cathedrals of Europe. On dirty streets, on gardened plots, stain-glassed windows and windows of the garden variety. Churches, steeples, and more churches. And on a Sunday multitudes outside them. Greek, Catholic, Lutheran, Methodist, North and South, Presbyterian innumerable as to variation, Christian Scientist, Radio Churches, Gypsy Seer Booths, solace to a city of two million souls.

Philadelphia is a place where old people are old. They look old and they dress old. This one feels as an outlander from the lands of the West, where people can have years but are not old, for El Dorado is ever around the corner. Ladies of years in drab black, easing toward the cemetery. Gentlemen tottering on canes. Mourning shops. Undertaking establishments housed in stone mansions located in the restricted high class residential district of other days. Now next door to parking lots and automobile salesrooms.

Philadelphia is the place where the block house is an institution. Miles upon miles of streets lined with houses of identical design, built solidly en masse. In the quarters where several hundred thousand negroes live, are bare cobble paved streets, and red brick walls opening out upon oven-like lanes. In more prosperous sections there are lawns in front, or if not, space for living outside in a back yard gardened to fit the mood of the owner or tenant. Then, Germantown, with its beautiful estates and stone built homes of colonial days. Massed humanity in odoriferous proximity, and Upper Darby with the flavor of the countryside.

And yet there is youth in the city. Some 265,000 pupils are in the public schools, and Temple University and the University of Pennsylvania are within the city's environs. The Temple University buildings face upon the spaciousness of Broad Street and the huge red banners of that institution flap in the sidewalk air. Down the street some twenty or more squares is William Penn, atop the City Hall. The University of Pennsylvania, westward up Spruce Street, has the flavor of an old college. Brick buildings of years, with the tone of modernity lacking. Franklin Field, during the last two days of April the haven for several thousand runners attending the Penn relays. The 44th running of that nationally known sport event. The University of Pennsylvania, in its publicity, claims more firsts than most universities. The United States saw the first of athletic competition held between colleges of the country in 1844, and it was the University of Pennsylvania that inaugurated such competition. The marvelous growth in the United States of scholastic sports can only be fully comprehended by reading the Sunday reports in such a paper as the New York Times. We are a young country and yet have gone so far in so few years.

Education in Pennsylvania, and especially in Philadelphia, in these times of recession, is rather on the spot financially. The state has a governor with presidential aspirations running for a United States senatorship, and the city of Philadelphia has a mayor after the same post, both under the Democratic banner. A cat and dog fight (and that is a mild description of the barroom battle they are conducting) has resulted, and the financial set-up of the schools, due to added burdens laid upon school districts by the recent legislatures, has not been brought up to the point of adequately supporting the program they are supposed to carry. With property carrying the whole burden and the Board of Education of Philadelphia enjoined by the mayor and hindered from raising the tax rate, and the governor not calling a session of the State Legislature to consider corrective measures, so that school districts might raise more money, the Philadelphia Board of Education has had to cut salaries and institute other drastic economies. And if succor from the state is not forthcoming, this next year may see a further cut of some 30 per cent in the salaries of the Philadelphia teaching force. The hope is that as soon as the smoke of the primary battle is over in May a session of the state legislature may be called and adequate tax revision of the laws concerning school support may be made in order that the state may bear a larger share of the support of public education.

FOR THE past few months Dr. E. C. Broome, superintendent of the public schools of Philadelphia, has been upon a six months leave of absence. The leave was granted due to the fact that Dr. Broome was undergoing treatment upon the left eye, the vision of which was very much endangered. Dr. Broome is now convalescing. When he took his leave it was with the idea that he might retire at the end of that period, as he could do so upon full pension. With that fact in mind the Philadelphia Board of Education was asked by Dr. Broome to consider the possibility of a successor. Some fifty names have been under consideration.

Dr. Lester K. Ade, State Superintendent of Public Instruction of Pennsylvania, has been one of those strongly advanced for the position. Dr. Ade is in his prime at 48 years of age. He is a native of Pennsylvania from Trout Run, a Lycoming County village. He is a graduate of Muncy Normal School, Bucknell and Yale Universities. He has his Doctor of Philosophy degree from New York University and his Master of Arts degree from Yale. His career includes such responsible positions as superintendent of schools of Muncy, the presidency of the Muncy Normal School, the deanship of the West Chester State Teachers' College, the principalship of the State Normal School at New Haven, Conn. From the last position Governor Earle of Pennsylvania appointed him to the position of Superintendent of Public Instruction for the Commonwealth. Dr. Ade served with the 8th U. S. Infantry in the World War and went

to Siberia with the 27th U. S. Infantry in 1918. After the World War he served for a time as company commander of the State National Guard. He married Alverta Lightfoot in 1921. The Philadelphia salary for superintendent of schools is $15,000, subject to a 10 per cent reduction during the depression.

A reversal of the immemorable custom of the pedagogue grading the student has been the experiment of Dr. Roy C. Bryan of Teachers College, Columbia University, with 900 junior high school pupils in Brooklyn, who were given the opportunity of grading their instructors. To get frank answers, the names of the pupils were not disclosed. The results of the study showed that pupils tend to be very fair in their ratings—probably more so than individual supervisors or administrators. It was found that pupils were critical of teachers who were lax in classroom discipline. Teachers who gave the easiest assignments did not get higher ratings. Boys showed a tendency to rate men teachers higher than women, and girls showed the same tendency toward their own sex. The amount pupils were learning, ability of teacher to explain clearly, teacher knowledge of the subject and amount of work done by the teacher, had the most weight with the pupils in determining general teaching ability. The study emphasized that the pupil rating method should be used to improve the instruction given in the schools, and to show the teachers what the pupils think of them. This student rating would leave nothing to be feared by the good instructor, while the poor one could benefit by knowing where he was failing.

Another demand for discipline in education was made recently by the Rt. Rev. Francis M. Taitt, Bishop of the Episcopal Diocese of Pennsylvania. The Bishop attacked the modern theory of self-expression for the young. Bishop Taitt said: "When it is realized that 70 per cent of first-offender criminals in Philadelphia are 17 years of age or younger, the idea of modern educators to allow self-expression is all wrong."

Dr. G. Derwood Baker, principal of the high school, Lincoln School, Teachers College Demonstration School, is convinced that the Lincoln School excursion of 47 graduating pupils of the high school to the T. V. A. last February in search of facts concerning the principles behind the T. V. A. and the effects of their operation, was most successful in establishing evidence that field study techniques, which bring pupils into direct communication with social and economic problems, furnish the soundest basis for learning on the high school level. As a continuation of this study another trip was financed by the Alfred P. Sloan Foundation during mid-April of fifteen pupils from the eleventh grade of the same school, through the West Virginia and Pennsylvania coal and steel centers. Dr. Baker, in his report of the first trip, declares that the Lincoln School is assuming the responsibility for perfecting techniques of managing field study projects and evaluating their outcomes. Dr. Baker says the most convincing result of the tests given the T. V. A. group was that the class, as a whole, almost doubled their information score. The tests included many questions on the science of flood control, soil management and the production of electricity. The trip of the eleventh grade to the coal and steel fields is being undertaken in connection with a study of developments of industrial mechanization all over the world, which the class is at present conducting.

The Question of moving pictures in the public schools of the nation is increasingly discussed. Only 10 per cent of the public schools of the country, it is now estimated, make systematic use of the film as a teaching aid. Major obstacles facing an increased use of the film include inadequate financing by local school boards, faulty distribution, insufficient production of worthwhile films, and lack of teachers trained in educational movie technique. The solution of the problem is now being considered by the American Council on Education, financed by the General Education Board. This group is seeking to evaluate and catalogue existing films and to suggest other fields of production.

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Along the same line is the investigation being conducted by the committee of the National Council of Teachers of English on standards for motion pictures and newspapers. This committee is conducting a conference by mail so that all those who are interested may learn from one another. Acting as the key man in this investigation is Mr. Hardy R. Finch, head of the Department of English of the Greenwich High School, Greenwich, Connecticut. The basic idea is to find out facts from schools which have made moving pictures in their school, so that others desiring to carry on the same work may learn the best procedures. Those interested in contributing to this project should write to Mr. Finch. The following information is desired: 1. Title and subject of your film or a description of it. 2. Length of your film. Is it 400, 800, or 1600 feet long? 3. Width of your film. Is it 16 or 35 mm? 4. Is it silent or sound film? 5. What group produced your film? Was it a cinema or camera club? 6. To what person may we write to find out more about your film? 7. Should you like to exchange films with other schools? 8. What advice can you give to schools that want to produce their first films or to those that want to take moving pictures?

NEW YORK CITY is the center of the most extreme elements of our thinking in the United States. Wild eyed radicals of all ilks seem to thrive in the millions of different minds hoveled in the vastness of Manhattan or Brooklyn. Recently the saner group of steadier thinkers among the educators of the city have come to the conclusion that the vast majority of the profession should not be smothered by the frothings of a minority group. Thus was formed in April the Teachers Alliance. At the first meeting of this group speakers charged that the activities of extremist teachers' groups were disgracing the profession and turning it into a madhouse. They voiced the opinion that 95 per cent of the city's teaching staff belonged to the middle-of-the-road group. Speakers included George J. Lent, speech teacher in the John Adams High School; Dr. Isaac Bildersee, principal of the Seth Low Junior High School, Brooklyn; Frederick Westphal, principal of P. S. 23, the Bronx; and Francis S. Mosely, John Adams High School teacher. Upon the platform were seated Dr. John Loughran, principal of the Tilden High School, and Dr. Frank J. Whalen, president of the New York Principals Association. Persons eligible for membership include all employees of the City Board of Education and the Board of Higher Education, including members of the Board of Superintendents, and the custodial and clerical staffs. Some 1500 now belong to the organization. A membership of between 20,000 and 25,000 is expected.

DR. LESTER K. ADE, State Superintendent of Public Instruction for Pennsylvania, estimates that more than 1,000,000 Pennsylvanians are "functionally illiterate." Dr. Ade defines as "functionally illiterate" those who "cannot read, write or speak the English language, or make simple arithmetical calculations with a facility equivalent to that achieved by five years of schooling."

SUMMER OCCUPATIONS for those of the teaching profession are many and varied, but none probably of so much a source of enjoyment and profit as that of running a boys' summer camp. Such a place is Camp Notre Dame at Namaschaug, Spofford, New Hampshire, owned and managed by John E. Cullum, in the winter time principal of the McKinley School, North Bergen, N. J. The camp is on the shores of Lake Spofford in the foothills of the Green Mountains. Pine and hemlock forests in their fresh greenery surround the camp. Mr. Cullum has as his goal in dealing with his summer guests to help the boys along the road to character and health.

AROUND 8000 DELEGATES attended the ninth annual convention of the Greater New York Safety Council, held in New York City in April. The slogan of the group is: "It's intelligent to be safe." Problems of safety in the home, the school, in industry and in every form of transportation were discussed in forty-one sessions and 125 addresses.

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MUSIC FESTIVALS

SOUTHERN CALIFORNIA JUNIOR COLLEGE MUSIC FESTIVAL

For the presentation of the third annual Junior College Music Festival, under the auspices of the Southern California Junior College Music Association, over 450 Junior College students gathered again this spring on Saturday, May 7, at Long Beach for a gala day of en masse choral and instrumental festivities. Students from seven junior colleges representing various sections of the Southland, after many weeks of preparation in their respective schools, formed an A Cappella Choir of over 350 voices and a Festival Symphony Orchestra composed of 100 of the best musicians selected from the various junior college orchestras. The culmination event of the all day festival was a concert in the evening at the Municipal Auditorium which was open to the public free of charge. Joan Helm, pianist, played the first movement of the Grieg "Concerto in A minor" accompanied by the festival orchestra, Harland Shenumm, of Glendale Junior College Music Department, conducting. Miss Helms from the Glendale Junior College was chosen by auditions open to all instrumentalists in Junior Colleges, an event that created much interest among the soloists of various schools when held in February at the Los Angeles Junior College. The concert closed with the combined chorus and orchestra performing the "Festival Prelude" from "Die Meistersinger."

To afford people from all over the country an opportunity to hear this fine music, and to learn of the type of work accomplished by local Southern California Junior Colleges, a portion of the evening concert program was broadcast over the coast-to-coast Columbia System. The invitation to broadcast again this year over the nationwide network comes as a result of the fine reports of last year's broadcast, which was carried not only to all parts of the United States, but also by short wave to London, Paris and Berlin.

Long Beach Junior College, John L. Lounsbury, Principal, acted as host to make the festival not only an event of significant artistic success but one of keen enjoyment for all participating students and directors. In charge of local arrangements was Edith Hitchcock assisted by Dwight Defty and Helen Davenport, all of the Long Beach Junior College Music Department. Others contributing to make this day a success were: Dr. Edmund A. Cykler, President of the Music Association and Chairman of the Instrumental Committee, of Los Angeles Junior College, Lyllis Lundkvist, Compton Junior College as Chairman of the Vocal Committee and Leslie P. Clausen, Los Angeles Junior College, in charge of publicity. The Junior Colleges participating were: Long Beach, Compton, Fullerton, Glendale, Los Angeles and Santa Ana.

This marks the third consecutive year that these Junior College Music Festivals have been given in Southern California to provide for students the rich and stimulating experience of mass performance with the maintenance of the highest artistic standards.

MUSIC EDUCATORS MEET AT ST. LOUIS

The twenty-fifth meeting (sixth biennial) of the Music Educators National Conference was held in St. Louis March 27-April 1, with a registration of over 5000 instructors of music in the schools and an equal number of participating students. In addition to the conference activities, affiliated organizations such as the National High School Band and Orchestra, and the National Vocal Associations, also held their meetings. These provided evening entertainment and demonstrations of a colossal nature, the final concert utilizing fifteen hundred singers and four hundred instrumentalists. Other performances included an elaborate pageant, "Musica Americana," presented by the St. Louis High Schools, and a concert featuring American compositions by the St. Louis Symphony Orchestra.

Sessions devoted to demonstrations, clinics, papers, and discussions of all phases of public music education from kindergarten to university formed the basis of the week's activities. Perhaps the most far-reaching of these was the one devoted to "Music in Social Life." President Joseph Maddy has stressed the importance of school music carry-over into adult life. "Not only," said he, "should the outcome of our instruction in the public schools be evident in the life of the community, but as teachers it is incumbent upon us to see that it is." The committee represents every section of the country, with a committee leader and several members functioning in every state, with a national reviewing body headed by a small executive group in control.

The initial activity was the planning and distribution of a questionnaire designed to accomplish the following purposes:

1. The wish to learn the present opportunities for young men and women, trained musically in the public schools, to find congenial musical companionship in their communities after graduation from high school.

2. The wish to learn the present general range of amateur musical activities throughout the country.

3. The wish to learn of places where outstanding success had been achieved in the field in order to use such experience in encouraging and guiding efforts in similar situations elsewhere.

Answers to a questionnaire indicated a wide activity in amateur musical circles and a definite need for further growth. The most important result of the committee's work was the awakening and stimulating in school music teachers of an awareness of the need for a definite follow-up of our school work and the development of a sense of responsibility toward our graduates and toward the community which employs our services.

The invitation to hold the 1940 conference in San Francisco received a very cordial response. The election of Louis W. Curtis of Los Angeles to the presidency, aside from his manifest qualifications, may be considered as an indication that the conference is actually becoming national in thinking. While the west coast has to compete with Chicago, Detroit and Philadelphia, for the next meeting the chances of success are very good.

SAN FRANCISCO ALL-CITY HIGH SCHOOL BAND

This band, with Dr. Charles J. Lamp conducting, made its initial appearance at the War Memorial Opera House Monday evening, April 25, in a program prepared by the Public Schools Week Committee. Part of the program, including a sketch, "Memories of Stephen Foster" by students of the George Washington High School, and an address by Superintendent of Schools, Joseph P. Nourse, was broadcast over KGO. Soprano solos were given by Lois Chapel, Galileo High School, and tenor solos, by Ronald White, George Washington High School. Three selections distinguished for the beauty of their performance were contributed by the San Francisco Junior College A Cappella Choir, with Flossita Badger as Director.The interesting and varied program of the all city band included selections from Beethoven, Sibelius and Ferde Grofe. Audience appreciation of these selections was all the more enthusiastic when it was announced that members of the newly-organized band had given up five days of the recent school vacation in order to be ready for this program.

A SINGING COUNTY

"I want this to be a singing county," said Mrs. Janie M. Stocking, Superintendent of Santa Cruz County Schools, when she gave the position of music supervisor to Mrs. Maude G. Byer. This hope has certainly been fulfilled. One proof of its fulfillment is the report of the Santa Cruz Spring Music Festival, presented on April 26 by the rural schools at the Watsonville Auditorium.

Between four and five thousand people, audience and performers, packed the auditorium with the largest crowd in its history, a plain indication that Santa Cruz likes to sing and likes to hear good singing. School bands under the leadership of Band Supervisor W. W. Morely were generously represented as well as choruses. The theme, "America, Melting Pot of Nations," gave an opportunity for dances and pageantry as well as music representing the contribution of many lands.

Another indication that Santa Cruz is becoming a "singing county" was the contributions made on this program by the Santa Cruz County Male Chorus and the Philomel Chorus composed of women teachers and business women. These two flourishing groups are a direct outgrowth of the music program of the schools. They began with a small voluntary group of teachers who were willing to dedicate part of their leisure to studying with Mrs. Byer, in order to bring up the level of their own classroom instruction. Singing together proved such fun that laymen outside the schools petitioned for the privilege of joining the group. Today the two choruses bear testimony to the enriching values of music in community life, and serve as a bond between the community and the school.

Santa Cruz is truly well on its way toward being a "singing county."

WE MAKE OUR OWN INSTRUMENTS

By ERNESTINE SPURGIN,

Supervisor of Music, San Bernardino Co.

Charles M. Dennis, San Francisco Director of Music, said of this article, which he saw in manuscript "It is exactly along the lines of certain suggestions I have made since coming here, in connection with the primary school rhythm bands. Much of the joy of this type of organization should come from the creation of the instruments themselves by the children. I have always held that buying expensive rhythm instruments and dressing the youngsters up in fanciful suits is foreign to the whole spirit of school music. The musical and creative results of such procedure are superseded by the exploitation of the children."

A set of rhythm orchestra instruments made in the classroom! A challenge! The second and third grades in Mission School wanted to have something different from the primary rhythm band and the harmonica band of the upper grades so the pupils decided to create their own instruments and accordingly brought to school all sorts of usable material, gourds, brake drums from old automobiles, glasses, bottles, etc. Under the direction of the teacher they undertook interesting and educative experiments with tone and after much discussion the best ones were selected. Chimes and gongs were suspended on frames, because they were cumbersome and because the tone was improved by so doing. Glasses and bottles were arranged in tone sequence and experiments were conducted with rhythm sticks to find out the best length and thickness.

Gongs made from old brake drums, struck with spike nails, produce tones ranging from low to medium. The brake drums were swung in groups or singly on frames made of inch water pipe. A coat of silver or gold paint lends beauty.

Automobile axles produce beautiful tones from low to high. Telephone or new baling wire twisted around one end is used to suspend the axles on a frame. A steel rod a little larger than a spike nail is used to strike the axles. The tones resemble those of a set of chimes or bells.

Flower pots of various sizes hung upside down on a wooden frame may be struck with a wooden mallet. The handle of the mallet must be flexible. The small end of a shoe tree is excellent.

A steel rod from a Ford car bent into a triangle and a steel magnet swung by string or cord make two triangles. These are struck with spike nails.

Eight inch hub caps from disc automobile wheels, given a coat of silver or gold paint were used for cymbals. Excellent drums of all kinds were made from gallon mayonnaise jars, hollow oak logs, nail kegs, jam crocks, a ten gallon crock and a clay water oja. These were covered with discarded single ply rubber inner tubing. Various colors and thickness produce various tones. Shoe trees are used for drum sticks.

Rhythm sticks were made of dowel rods bought at the lumber yard. Bamboo cut into joint length while green, then dried, gives clear hollow tones. These were used in pairs.

Sand blocks were made by covering small blocks with ordinary sandpaper. The sandpaper is fastened on with thumb tacks. Careful spacing of thumb tacks is decorative.

Rattles are made from gourds, cream cheese boxes, Quaker Oats lids taped together and filled with sand, buttons, pebbles, rice, beans or natural seeds to give different sound effects.

The Kress or Woolworth stores furnished bells and zylophones, which were used for glissandos.

After the completion of the instruments we began to orchestrate folk dances with the assistance of the phonograph and we found this so much fun we began to interpret music that fitted in with our social studies. A part of our recent study of "Countries by the Sea" has included the orchestration of a storm and a calm and we have lived the actual experience through our expression of music with our own instruments.

GREGORIAN MUSIC IN MODERN SCHOOLS

By IRMAGARDE RICHARDS

School children of today are truly the heirs of all the ages. Modern schools have developed techniques for creative facility by which the moods and experiences of contemporary life find expression in the many-sided but correlated forms of art, including music. On the other hand, schools still conserve and revive for children the great art experiences of past ages. One such revival is coming into vigorous and joyous perfection for a large section of school children in the San Francisco Bay region.

In recent years there has been a growing appreciation of the beauty and the musical value of the ancient liturgical music called "plain song," or "Gregorian chant." The tradition of this music goes back into the mists of far-off ages. It is a direct descendant from the Hebrew melodies to which the Psalms of David were sung, in Hebrew homes and in the temple ritual. This music went with the early Jewish Christians into the new experiences of Christian life and worship. It went with them into the catacombs. It emerged with them into the splendor and glory of the church freed at last from persecution and established securely under Constantine.

From that period it was open to many influences that developed a richer use of scales and modes inherited from Greek music, and the disciplined beauty of Greek rhythms. Under Gregory the Great the splendid body of melodies by that time in existence was codified, and integrated with the liturgy of the church, that is, with the psalms, the prayers, the responses, and the hymns used in Christian worship.

This treasury of ancient music has come down to us intact. Today, as through the ages, these melodies captivate the heart of music lovers. A modern critic has said: "There is little need to insist on the aesthetic beauty of plain chant. Melodies that have outlived a thousand years need no apologies. With their undying freshness and spontaneous simplicity they were born of the gaiety and abnegation of the first Christians, and sung by the children of martyrs. Then men sang their prayers, quite as naturally as a child laughs when it is happy."

Yet, beautiful as they were, these melodies did not hold their own through the ages, not even in the music of the church. Life moved on and music with it. Polyphony and Palestrina's noble compositions made their contribution. Harmony flowered into the rich and varied beauties of modern music. Shubert, Beethoven, Verdi, and a host of great and near great composers usurped even in the churches the place so long held by the simple melodies of ancient plainsong. With the entry of this sort of elaborate music, the people were reduced to the state of mute worshippers. They no longer expected to take part in the services they attended.

But early in this twentieth century the tide turned. Under the leadership of Pius the Tenth and his successors there has been an increasingly vigorous movement to eliminate the elaborate operatic type of music from church services and to return to the simple beauty of Gregorian chant. With this return, it is hoped, will come again the participation of the whole congregation in the singing of the ritual.

School children are the hope of this revival. Too many generations of this passive listening have robbed the adult congregation of the capacity to participate intelligently. So in the schools of the parishes, children today are once more entering into a treasure of past beauty too long hidden from music lovers by the accumulations of later days.

Democracy is the watch word of our day, and nowhere more than in the educational world. Plainsong is a beautiful and vigorous embodiment of that experience which we call "the democratic way of life." It provides for no solos, no opportunity to exploit the gifts of one or two at the expense of the group, no place for individual exhibitionism. Every participant finds his or her satisfaction in the perfect beauty of the group expression. Out of a generation of children trained once more in this form of music, it is hoped the custom of congregational singing will return to the churches, to strengthen the spiritual life of the people, and to give one more expression of that habit of democratic co-operation of whose value we are increasingly conscious today.

The Director of Music for the archdiocese of San Francisco is Father Edgar Boyle. Under his leadership and teaching the instruction in Gregorian music is going on vigorously in the parishes of all the Bay Region. His residence being the Santa Monica parish, the young people of that school have had especial privileges under his continuous instruction. To hear them sing, almost a whole church full of them, is a joy to music lovers scarcely equalled elsewhere in this music-loving city of San Francisco.

Another outstanding group of Gregorian chanters are the young men of St. Joseph's Military Academy at Belmont. They sing like lusty youngsters, loving the music they make. They sing like artists, reverencing the ancient forms they have inherited.

But school children are not the only beneficiaries of Father Boyle's skill and enthusiasm. Teachers gather from far and near for Saturday instruction, from which they return with new inspiration to their classrooms. Another group of which he speaks with loving enthusiasm is one hundred young women in a home for problem girls. What nobler service of rehabilitation could be done for unhappy youth than to give it this experience of beauty and discipline?

Baptists, Methodists, and Presbyterians recently shared with Father Boyle's Schola Cantorum in a festival concert of Gregorian Chant. For he had been invited to give a course in this form of music at the College of the Pacific, whose traditional leadership in music education is taken for granted in California. The course culminated enthusiastically in this concert and in a renewed sense of fellowship among groups that found themselves at one in the shared experience of this noble ancient music.

CHILDREN AS MUSIC COMPOSERS

This is not a story of some precocious child genius, some modern Mozart of our schools. It is an attempt to report a music experience going on in our public schools today into which children of various gifts, or no special music gift at all, enter wholeheartedly. It is an experience that is fun for all of them, that cannot fail to enrich their understanding of music, and that, for those who are at all gifted, opens the door to the wide fields of musical composition.

Arthur S. Garbett is the originator of this plan to teach children music, a plan by which they are not passive learners but active creators. He gives children a few simple tools. First, an elementary grasp of rhythm, as derived from body movement: walking or marching time, and three beat dancing time. He gives them four symbols for notes and their time duration, the whole note, half, quarter, and eighth. The rhythm of simple melodies familiar to the children is first indicated by hand claps, then transferred to paper by using these symbols, written in a line, to indicate rhythm only. Thus children are introduced to different rhythm patterns as expressive of different ideas, emotions or experiences, and they learn the symbols to represent the patterns.

Next they are given the pentatonic scale. This five note scale—la, sol, mi, re, do—has no awkward intervals. "It is a scale with the difficult notes left out, formed for their own convenience by simple folk-melodists who have nevertheless given us some of the loveliest and most spontaneous folk tunes that we have," says Mr. Garbett. "Natural musicians, the Celts, the Negroes, the Chinese, and many others have used it, and from it an infinite number of lovely melodies has been derived."

The pentatonic scale corresponds to the black keys of the piano. If a piano is available, a "one-finger technique" supplies the child with his scale. The problem of providing a means of producing the tones when a piano is not available has been met by the purchase of small chromatic xylophones, called "tone bells," made accurately, with two groups of keys, corresponding to seven black and eleven white keys of the piano, in the natural range of a child's voice. As the child learns to sing and to strike the pentatonic scale, to recognize its intervals by ear and by sight on the keys, he is taught the use of the staff, and the notes on the staff representing the five tone scale.

Now he has material to work with of such a nature that he cannot go wrong. He can express his ideas or feelings in rhythm and melody. He can write them down, and then sing or play what he has written.

Children enter into this experiment so enthusiastically and with such worthwhile results that it has been amply vindicated as a sound method of approaching the study of music. It is, moreover, a method in harmony with our whole modern curriculum, in which children learn by doing, by active creative participation.

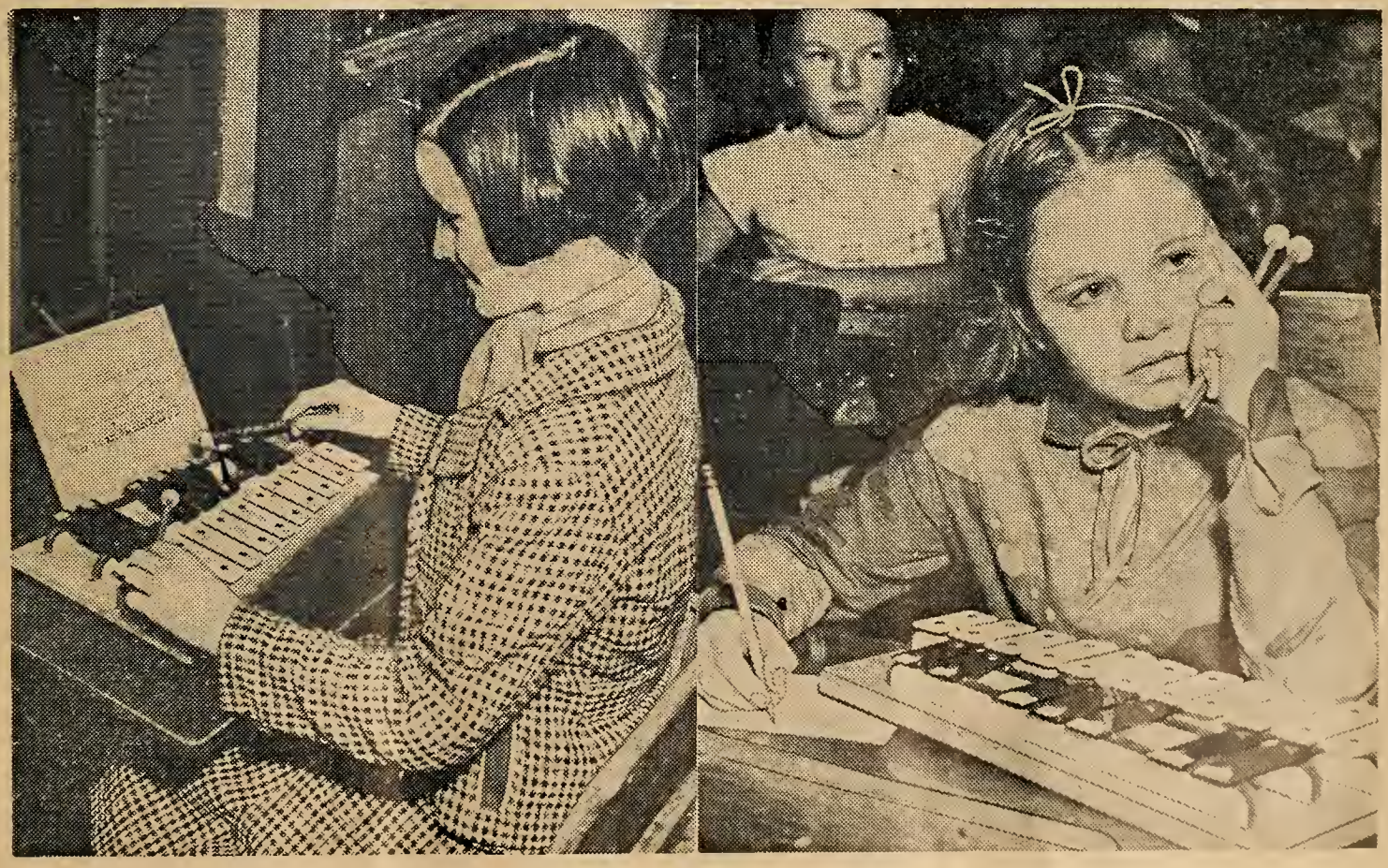
From this simple beginning children go on to learn the diatonic scale and gradually to meet and solve the problems involved in musical composition. By this path they enter, as comprehending listeners or interpreters, the rich world of music.

Mr. Garbett, who originated this method of instruction, is known to westerners as the man back of the Standard School Broadcast lessons. His title is "Director of Education, Western Division, National Broadcasting Company." This project of teaching a creative approach to music in the lower school grades was an outgrowth of his interests in school music in connection with his educational broadcasting. The project was supported by a Rockefeller Foundation grant, and it was initiated with a group of teachers in Oakland.

Dr. E. W. Jacobsen, Oakland Superintendent of Schools, and Mrs. Beulah Hostetter, Supervisor of Elementary School Music, were interested in Mr. Garbett's idea, and a course of lessons for teachers was offered in Oakland, the class to meet each week. Some twenty elementary teachers enrolled and followed Mr. Garbett's theories with interest and worked them out in their own classrooms. The lectures were also offered in San Francisco and in Los Angeles County. An interesting experiment was tried in the Los Angeles group. Mr. Garbett asked specially that the class should consist of teachers who had no music training themselves. In this group it was demonstrated that his method was practical even in the hands of teachers who were learning along with the pupils, with no special advantage of previous preparation.

The Edwin Markham School in Oakland offers an interesting "demonstration group" of pupils who have been following Mr. Garbett's method long enough to collect significant results. Mr. C. B. Crane, the principal, and Miss Gertrude Cross, teacher of the fifth and sixth grade, have encouraged a "special interest" group to put to a classroom test the ideas Miss Cross had brought back from Mr. Garbett's lectures.

Funds from a paper drive purchased a small number of the tone bell instruments.



An enthusiastic response from the children has resulted in a group whose knowledge of music is so intelligent, and whose output of original music is so delightful, that they have been asked more than once to explain by demonstration their way of working.

Almost any idea or experience of their school work or of their life out of school is likely to flower for these children in melodies that are wholly spontaneous, appropriate, and increasingly understanding of the laws of musical composition. Age-old fairy tales, the wayside "carnival" down the road, a ride in a squeaky bus—all may serve as inspiration for rhythm and melody that express the child's reaction.

Back at the desk, pencil in one hand and little wooden hammers in the other, they write out their musical ideas, and test them on the tone bells. Words accompany the melodies, as often as not, and the laws of verse are mastered half unconsciously. Illustrations, too, are likely to appear as decorations for the score, when it is finished. And so these children enter into their heritage of the world's art by the joyous path of their own small contributions.

OTIS M. CARRINGTON, composer and Director of Music at Sequoia Union High School, Redwood City, presented on April 22 the first production of his new operetta, "In Grand Old Switzerland." A large cast and chorus of high school students gave a rousing production of this operetta, the twenty-ninth that Mr. Carrington has composed. An enthusiastic audience testified his work gets better and better!

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MUSIC FOR REDWOOD CITY

The community which has its center at Redwood City, and the students of the Sequoia Union High School, some 1600 young people, have an unusual opportunity to enlarge their familiarity with the history of music and their enjoyment of music through the ages. The high school was awarded last year one of the splendid music sets that have been presented by a Carnegie trust fund to communities which met certain high requirements. There have been so far only twenty such sets awarded, throughout the world, and Sequoia is the only California high school on the list.

The set consists of an electric phonograph of special design, and of special tone fidelity, 615 records comprising a complete anthology of music, and a six volume "Grove's Dictionary of Music." The most helpful feature of the set is the catalog. There is a printed card index that lists every record in four separate drawers, under the following classifications: 1. name of composition; 2. name of composer; 3. medium, i. e. voice, instrument, band, orchestra, etc.; 4. form, i. e. opera, symphony, etc.

The committee awarding this set made the decision upon the basis of the physical equipment provided at Sequoia and of the whole cultural program. The high school has built an entire wing devoted solely to music. It includes a small auditorium, a library, an office, four classrooms used for orchestra, band, choral, and theory of music, twelve practice rooms, an instrument room and a uniform wardrobe. It is not surprising that a community which has provided such generous facilities for the study and enjoyment of music would seem to the awarding committee a suitable center for the use of the Carnegie set.

Sequoia, moreover, is one of the high schools which has pioneered in the "social living" course, a plan in which, for two years, two hours each day, groups follow an integrated study of English and history, social and cultural development. In this course music, as the most universal of the creative arts, plays an important part. It is easily understood how much this study would be enriched by the possession of the splendid musical "library" provided by the Carnegie set.

The community as well as the students has shared the enrichment of knowledge and the pleasure made possible by this instrument and the records. Once a week informal groups meet to enjoy a program in which students and faculty co-operate.

Mr. Argo, the principal of Sequoia Union High School, and Mr. Otis Carrington, head of the music department, are to be congratulated for their long range program of cultural opportunity, which won them this Carnegie award.

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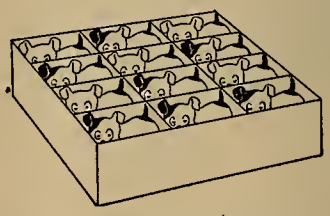
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LIBRARY NEWS DEPARTMENT

Edited by MABEL R. GILLIS, *State Librarian*

Almost all the libraries of California have music in one form or another in their collections. Some have developed their music service extensively. A few examples of various types of aid libraries give to those seeking information about music or musicians follow:

MUSIC SECTION, SAN FRANCISCO PUBLIC LIBRARY

By JESSICA FREDRICKS

In the San Francisco Public Library the music section has a higher circulation than any other section except fiction. This is partly because music is made the subject of special attention. It is on open shelves where the music lover may browse about to suit himself and even take a score into a sound proof piano room and try it over, if he be one of the unfortunates who can not read music as he would Shakespeare. Modern music education, with its emphasis on sight-reading and ear-training, is on the way to eliminating that handicap; and music departments of public libraries are doing their share of this work. In our library books on ear-training, elementary theory and harmony are among the most popular issued. The teaching unit of the Federal Music Project has done much to awaken interest in the theoretical side of music.

In addition to the open shelf arrangement the department is cheerful with sun and plants and flowers augmenting the friendly atmosphere. Here musicians may meet each other, club women work out their programs and music students their problems.

Development of the Music Department

When music was given a separate department in 1917 there were about 3,000 volumes of music, and one thousand books about music. Now there are 6,500 volumes of music, 3,800 books on music, 8,000 pieces of sheet music, 4,300 pictures and over 400 titles in the choral music section, this alone running into thousands of items, as there may be anywhere from ten to a hundred and fifty copies of a single anthem or chorus. To round out the story, the yearly circulation has grown from 6,000 to 60,000. And that's about enough of figures even when they tell a story.

Piano music makes up the bulk of the collection, but songs (popular and classical) are in great demand and we have made earnest attempts to build up a good section of folk music. There are fairly standard violin, violoncello and flute collections with at least samples of other instruments in the modern repertoire, also some orchestra scores. The chamber music is a particular satisfaction as it is used by so many young people who delight in the 125 ensemble combinations available, including all the standard string quartets. In vocal scores, there is a sizeable collection of operas, all the popular ones and many of great interest to the historian and student.

Starting off with the Bach Gesellschaft as a beautiful memorial from his pupils to an early San Francisco piano teacher, we now also have definite sets of Palestrina, De Lassus, Handel, Mozart, Beethoven and Brahms. These excellent editions of the classics do not circulate, but form a background of reference for the student. There are still comparatively few libraries in the country possessing them.

Musical Programs Collected

The uses of the department are manifold and have grown far beyond any unimaginative first intent of simply a desk where books that happened to be music would be charged and discharged. We early started to keep programs of current events along with announcements, bulletins and newspaper clippings. This has been faithfully continued making a consecutive history of music in San Francisco for the past twenty-one years. This nucleus has drawn to itself some fine donations of programs from back in the early seventies, these being presented by collectors who learned that the library would care for them efficiently. These volumes are gradually being indexed in order to make their use speedy and simple.

American Life Illustrated by Its Songs

The collection of old songs has also been aided by gifts. Every decade of American life from the 1840's is here illustrated by its popular songs. The frank sentimentality of "We Met and We Parted Forever" and "Give Me a Cot in the Valley I Love" is surely as illuminating of those early days as a page of history. A generation further and we have the Civil War songs tragically re-echoed fifty-five years later by the flood of war songs, gay, sad or sentimental, "K-K-Katy," "Tipperary," "Pack Up Your Troubles," "Flanders Fields,"—we have them all.

In between we have indications of the pastime that swept the country when everyone hummed or whistled "On a Bicycle Built for Two" and the birth of a new means of transportation with "In My Merry Oldsmobile." "A Hot Time in the Old Town Tonight" headlines the run on negro songs of the 1890's and there are dozens of blues descriptive of the post-war flapper age. And so it goes on down to "Smoke Gets in Your Eyes."

Music Printed in San Francisco

Early San Francisco imprints are another fruitful interest. Our earliest sample is "On Thee My Thoughts Are Fondly Dwelling," published here in 1860. Naturally a public library has no funds for collecting as such, but items frequently turn up in old donations.

The whole field of Californiana lies before us. We soon discovered that the music of the forty-niners is very much in demand. Painstakingly (because so little material was available) we have put together many scraps of information, words of old songs, entries from old diaries, references in source material, until finally we have quite a storehouse of information on the subject. Anything localized is always in demand, from stray bits of information about early music houses, or musicians who lived here in the seventies, to the latest California composer. But that's all to the good; much of our best bibliographical work has grown out of just such inquiries. Any of them that has been a trouble to answer we consider worth keeping, making it a subject of special attention.

Music Used by all Types

What the telephone will turn up is incalculable. It may be "Whom did the Duke love before he met Gilda?" or "Why do angels always play harps?" or "What's the first name of the conductor of the London Symphony Orchestra?"

The clipping file has grown into twenty-four filing cases, is in daily use, particularly for biographical data on popular radio stars, or opera singers not yet old enough or well enough known to be inside the covers of a book. Sometimes it only goes to help in one of the ubiquitous contests, but information is information for whatever purpose required. And besides, contests sometimes bring into the department people who would never have discovered it otherwise, but who return and borrow music.

We have always wished to extend to our public the greatest democracy and freedom compatible with fairness for everyone.

There is a thrill to be had when the department and its facilities are used not only by the professional musician, the student, the amateur, but by a trio of little Japanese tots, asking for children's songs in French, or when one of our negro friends comes for the spiritual of his race and a Chinese lad inquires for Lawrence Filman's "Music and the Cultivated Man." Or when a street car conductor takes out the opera scores and a sailor who works by steam comes to look at the chanteys of the days of sail.

We think no other department in a library could have such a varied public.

SOLANO LIBRARY MUSIC SERVICE

By DOROTHY WENTS, *Librarian*

A uniform program for school music in the county schools was encouraged in Solano County when, in 1915, Miss Clara B. Dills, then County Librarian, suggested the purchase of music texts for use in the schools throughout the county, since no state texts were available at that time. Interest in the subject was augmented by talks on music appreciation by this same librarian. These talks were supplemented by a collection of nearly 1200 well chosen records, which included records for community singing, folk dancing, and general appreciation. Books for teachers discussing these records and their use in the school room were also purchased and distributed in various centers.

Supervisor of Music Appointed

In 1921 a new state law went into effect authorizing county school superintendents to appoint supervisors of various subjects in rural schools. Under this law Dan H. White, Solano County School Superintendent, appointed Anna Kyle as County Supervisor of Music. The plan was to increase the intelligent interest in music already awakened through the library, and to further the love of all music. This plan was to be carried out by suggesting and supplying material for all types of music lovers—either active participants or passive listeners. The plan was not confined to schools alone, but extended into all community activities, such as women's clubs, farm organizations, commercial organizations, or lodges. With this new stimulus the county library's task from then on has been one of interested co-operation. Reference books, supplementary texts, music charts for rhythm bands, singing, game, and folk dance books have been purchased with school library funds. Phonograph records to accompany music text books, and other records covering all phases of music have been added to the first

collection, making in all about 2700 records at the present time. Many schools have their own orchestras, bands, rhythm bands, and glee clubs, and music has been supplied for all of these activities. Operettas, cantatas, and musical plays are purchased for the annual spring and seasonal programs.

Octavo music for use in the upper grades is placed in labeled manilla envelopes—five in an envelope—with enough envelopes for each school. One envelope is sent to each school for one month, then returned to the library to be sent on to some other school, the first school receiving a new collection in exchange. It is not expected that all the music will be used in each school, as groups are constantly changing, so the choice is left to the discretion of the individual local teacher.

Correlated Travelogue Originated

A "Correlated Travelogue" was worked out one year by the librarian and the music supervisor—a symposium of music, art and poetry. The songs were taken from the state texts and supplementary library books. Records, lantern slides, pictures and poems were furnished by the county library. The "journey" began with the assembly singing of "Sailing," with suggestions for other songs of a similar nature, correlated records, "Over the Summer Sea," by Verdi, and the poem "Sea Fever," by Masefield, completed the outward bound journey. A similar correlated arrangement, songs, pictures, poems, records, for England, Ireland, Wales, Italy, France, Spain, and the Holy Land, closing with the song "Home Sweet Home," and showing of Whistler's picture "Mother" completed the travelogue.

Another year the library co-operated with the music department in a county pageant. The plan grew like a moving snowball, until every organization in every section of the county and every individual had a definite and important part to play. The plan was non-commercial, so everything was donated —time, advertising, costumes, site, music. The feeling of camaraderie so firmly established at that time still exists.

Library and Schools Participate in Music Week

During National Music Week civic programs are taken to each of the schools, large and small. The library always contributes to this plan by sending one of its staff, usually the school librarian, who tells stories and shows pictures which are correlated with the school music program. She also suggests books or magazines which may be read in connection with the music. This plan inspired a twelve-year old child, Naida Ritchey, in one of the one-room schools, Silveyville, located on the old stage route into Sacramento, to compose the music for the story of "Little Black Sambo," making an unusually clever pianologue. A photostatic copy of this has been embodied in the new state music outline under the heading of "Creative Music." During music week, too, a music festival is held in some central point in the county. Material for glee clubs, orchestras, bands, community singing, and lantern slides are furnished for this by the county library.

Creative Work Encouraged

Some of the schools this year have composed their own operettas, beginning early and making it the year's project. Two subjects were used, "Development of California" and "Through a Kaleidoscope." The former gave excellent opportunity to use material amassed by the library at the time of the county pageant, portraying old Spanish and Indian, cowboy and colonial costumes, dances, songs and customs. The latter project embraces visits to various countries, showing costumes, customs, dances music and so on. This idea correlated all subjects, English, geography, history, art, sewing, and even cooking, when native candies, cakes and recipes were sold at the performances. The reference material for all of this was furnished by the county library.

Music Scrap Books as Class Projects

Music scrap books were worked out as class projects. Among the suggested subjects were violins, their origin, development, materials used, best known makes, approximate sizes; a composer; or, the opera, beginning with the earliest operas, different types (Italian, German), examples of each, and the review or operalogue of one opera. In all of this work the library furnished the necessary reference books and Victrola records.

The foregoing paragraphs show to some extent how the county library has helped to uphold the motto adopted many years ago by the Music Educators' National Conference, "Music for every child—every child for music."

ORCHESTRAL SCORES IN THE LOS ANGELES PUBLIC LIBRARY

By the will of the late William Andrews Clark, Junior, who died June 14, 1934, the entire collection of orchestral scores which he had built up for the Philharmonic Orchestra, was donated to the Los Angeles Public Library "for enjoyment and use by the general public."

The difficulties of administering the collection were carefully weighed by the Board of Library Commissioners, and it was not until November of 1936 that the music was delivered to the library.

The collection comprises 752 full orchestrations, practically the entire repertoire of classics as well as many lesser known compositions.

A simple form of cataloging was devised by Miss Foote, head of the catalogue department, under the entries of composer and title. In addition to this a card was printed for departmental use, containing a complete list of instruments of the orchestra. Much of the music had been bought by Mr. Walter Rothwell just after the European war and was in sad need of repair. When it had been carefully mended by a staff of W. P. A. workers under the direction of Mrs. Neltje Shimer, head of the bindery department, each composition was enclosed in a stout red-rope portfolio. On the inside cover was pasted a list of orchestral instruments similar to that on the department cards.

During the summer and fall of 1937 the staff of the music department was kept busy counting and checking the instruments on these lists. Each orchestration contained an average of 50 parts. Thanks to the willing co-operation of the staff this work was completed in time to supply the needs of the motion picture studios, the schools and the Federal orchestra, without in any way handicapping the work of the Philharmonic.

Of the 174 scores now in circulation, 164 were borrowed under bond by the Philharmonic. Other groups are required to make a $50.00 deposit.

The department librarian, art and music, is Gladys Caldwell, who furnished this account of the Clark collection.

Music in the Los Angeles County Public Library

Since moving to new and enlarged quarters last fall, the Los Angeles County Public Library has begun to expand its music collection. Helen E. Vogleson, librarian, reports that they now have 3111 items, including books about music and musicians, and music scores. Through a spotted survey carried on for 40 branches during October, November and December of 1937, it was found that 1957 volumes were at these branches. In addition 97 volumes were sent to them as short time loans. For the total of 2,054 items available at the forty branches, a circulation of 1,782 was reported during this three months' period. This figure, 1,782, represented 2-100 per cent of the total non-fiction circulated (94,740) by the forty branches.

Miss Vogleson says further, "The fact that the Reference Division handled 255 special requests for music books for the whole system during the same three months proves that the demand for music is very definite and that we should plan to meet it more generously. I should add that we also have 500 music records which are loaned to the schools. Their circulation for October, November and December totaled 153."

LIBRARIAN CO-OPERATES WITH SUPERVISOR OF PHYSICAL EDUCATION

San Diego County has had Margaret Van Voorhees as physical education supervisor for more than fifteen years. During that time there has been very close co-operation between the County Library and her department. One result of this co-operation has been the acquisition of an excellent collection of folk dance books and approximately 325 folk dance records.

A very extensive physical education program is carried on during the school year which culminates in spring play days and festivals. Each school represents a country or a period of history and presents typical folk dances, songs and games. This involves much research on the part of the librarian and the supervisor in locating the correct music, dance directions and costumes. Requests such as the following have been received by the library:

What dances were in vogue in 1840; what music was used for these dances; and what costumes were worn?

What records of negro folk music are available?

Please send collections of American folk lore and American folk music.

What Mexican dance is simple enough for the fourth and fifth grades to do?

Unfortunately records are not made for all the folk dances and at the request of our record dealer we are compiling a list of titles to be sent to the Victor Company for which records are needed.

The physical education supervisor is loaned a collection of records for folk dancing, marching and rhythm work, which she carries in her car. By this means she is able to select the most suitable records and the dances to teach after she arrives at the school. The records are left at the school and the library is notified.

Marjorie H. Kobler, County Librarian, ended her account of this service by saying: "This co-operation has a threefold benefit: to the schools, to the supervisor, and to the library."

SCHOOL TRUSTEES DEPARTMENT

Edited by FLORENCE C. PORTER

THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

During April it was my privilege to attend the Secondary Principals' Convention at Hollywood. The program was well diversified and of a constructive nature, and those attending gained much of inspiration and encouragement for their work. It is sincerely to be regretted that more trustees did not have an opportunity to attend the convention. School boards would probably be doing a constructive thing if they had one or two of their members attend important educational conventions.

On Thursday, the 21st, the trustees of Santa Clara County were called together at an institute, held at Sainte Claire Hotel in San Jose. Dr. John C. Almack of Stanford University delivered an inspirational talk on the need for trustees taking a more active part in school matters and performing their duties more efficiently. He believes very strongly that there is a definite place in the school program for the school board and that board members should guard jealously their duties, responsibilities and opportunities with relation to the program. While he is not at all opposed to consolidation of schools, he frankly advocates caution in the consolidation of schools where it means a reduction in the work of trustees.

Mr. Lewis H. Britton, Santa Clara County Superintendent of Schools, is doing a fine work and the cordial relationship between him and his trustees is quite manifest. It was a pleasure to attend the institute and see the fine work that is being done by the trustees of that county and the interest and enthusiasm manifested by them in their work.

On April 23rd it was my privilege to attend the County Trustees' Institute at Stockton, California. The County Superintendent of Schools, Mr. John R. Williams, and Mr. E. C. Skinner, the new president of the County Trustees' Association, have entered into a friendly campaign to see who can first get a hundred per cent sign-up of the teachers in the California Teachers' Association and of the school districts in the California School Trustees' Association. Superintendent Williams spoke in the highest terms of the work of our association in that county. He called special attention to the fact that his office and our association had worked in perfect harmony and he was very much in favor of the work being done by our association.

NEW SYSTEM OF BUDGET AND FINANCIAL REPORTING

The new system of accounting recommended by the State Department of Education, beginning July 1, 1938 will be the accrual method. Many school districts in the past have been using the cash system of accounting. The new budget forms consist of eight major divisions. These forms will be practically the same as those recommended by the National Office of the Department of Education, which will make possible the comparison of expenditures in California with that of other states.

A BRIEF SUMMARY OF THE GUIDANCE PROGRAM IN THE BERKELEY PUBLIC SCHOOLS

By Merle L. McGinnis

Supervisor of Personnel, Berkeley Schools

Because of the general interest of trustees in guidance programs, this department will publish a series of four articles descriptive of this work in different parts of the State. In each case the authors of the article will be glad to answer questions.

The Berkeley Public Schools endeavor to give thoughtful study to every child in order that he may be placed where he can develop best. The central office assists principals and teachers in the study and placement of pupils who are seriously out of adjustment.

The staff for the counseling service in the central office consists of a director, a psychiatrist, a physician, one visiting counselor, and clerical assistance. This staff supervises all admissions into special classes and all cases of transfer due to serious behavior difficulty, and to mental or physical handicap. The visiting counselor is a trained social worker whose duties are to make close contacts between the home, the school and the various agencies in the community that assist in social betterment, such as service clubs, welfare societies, juvenile court, police department, churches, special committees, and individuals who are in position to help.

Each secondary school has a staff of teacher-counselors. The teacher-counselors devote one half time to teaching and one half to counseling. About 300 children are assigned to one counselor. Each elementary school has one teacher chosen to act as counselor. This teacher is not free from regular teaching, but is assigned counseling responsibility in lieu of extra-curricular duties that are required of other teachers. She represents the central office in her school and is a leader with the principal and faculty in making systematic study of pupil needs. Every child in every school is thus under sympathetic and scientific observation and guidance all the time. The counselor, working in closest co-operation with the classroom teachers, is responsible for checking every phase of the child's needs — educational, mental, physical, social, and moral.

The most serious behavior difficulties are referred to the central office committee for diagnosis and recommendation. If the parents are co-operative, a case study is prepared by the counselor. This is followed by psychological, psychiatric, and medical examinations. After conference by the examining staff, recommendations for adjustment and treatment are given directly to the child, teacher and parents, wherever this is feasible.

A program of standardized testing is followed in all schools. Children in the kindergarten and first grade are given an individual mental test. All candidates for special classes and all serious cases of adjustment are tested as the occasion requires. Group mental tests are given annually to all children in 4th, 6th, and 9th grades. Tests are given at other times when special research studies or investigations suggest a need. Subject tests are given annually for survey purposes and for service studies in individual schools and in classrooms.

Children who show any unusual interest or skill are reported by teachers and principals for testing and observation. A committee makes careful analysis of the nature of the special gift or talent, and its apparent persistence, and then makes recommendation for the school management of each child. The committee also conducts a continuous follow-up. The Committee on Children with Special Abilities plans school and interschool programs which provide opportunities for children who are gifted or talented to grow through participation in a natural way. Gifted children are not placed in a special school or in a special class except under the ability grouping plan involving X, Y, Z grouping as practiced regularly in Berkeley schools. Each child is given individual guidance and, whenever possible, is introduced to a "big brother" or "big sister" of like interest or ability in the community.

Supplementing these procedures are other school activities significant in their guidance aspects: (1) the home instruction of physically handicapped children; (2) the individualized service of a supervisor in conservation of sight, hearing, and speech; (3) instruction in dental hygiene by a full-time dental hygienist; (4) an extensive health program in which school and visiting nurses render important guidance services; (5) effective attendance and pupil-accounting procedures; (6) a well-developed plan of school playground supervision; (7) occupational guidance; (8) the community service bureau which serves as a clearing house and agency of reference in matters of community resources and facilities; (9) the Berkeley Co-ordinating Council, which helps make guidance effective in terms of community adjustment; and, most important of all, (10) a teaching staff that is sensitive to the individual needs and interests of children.

COUNTY TRUSTEE INSTITUTES

Many county superintendents are arranging for one-day County Trustees Institutes during the spring months. Beginning with Stanislaus County on Friday, March 11, the following institutes have been scheduled:

Imperial County—El Centro.
Contra Costa County—Martinez.
Santa Clara County—San Jose.
San Joaquin County—Stockton.
Yolo County—Marysville.
Alameda County—Oakland.
Butte County—Oroville.
Sacramento County—Sacramento.
Los Angeles County—Claremont College.
Ventura County—Ventura.
San Diego County—San Diego State College
Fresno County—Selma.

At each of these meetings speakers from the C. S. T. A. have been included on the program, thus broadening the influence and acquaintance of our state association.

BEVERLY HILLS HIGH SCHOOL ANNUAL ART FESTIVAL

By E. J. HUMMEL

Superintendent of Schools

Three years ago the Beverly Hills High School Parent-Teacher Association, in collaboration with the school authorities and senior class, decided to hold an Art Festival. The underlying ideas were first, to stimulate an interest in fine art; and second, to purchase outstanding examples of good art work for the high school.

A representative committee was appointed to invite a large number of outstanding artists to send a picture to be hung at the exhibit, with the understanding that the picture submitted would be available for purchase at a fixed price set by the Art Festival Committee ($250 was the amount agreed upon for any picture). A dinner was arranged, the charge for which was set at an amount so that approximately half of the receipts could be used to help purchase the picture. An opportunity was also given to citizens to become patrons or patronesses by subscribing five dollars or more to the Art Festival fund. The pictures were hung in the high school gymnasium and left not only during the evening when the dinner was held but for several days subsequent to this, so that all pupils had the opportunity of voting on which picture they liked best. The school now has three fine pictures procured through this plan.

To give credit where credit is due, Beverly Hills is simply following in the footsteps of Gardena High School (one of the Los Angeles city schools), which established a similar plan fifteen or more years ago and has followed it consistently each year. We believe it is a worthy project and one that will go far in stimulating a very real interest both on the part of the pupils and parents in finer art.

OAKLAND SCHOOLS MEASURE "MOVIE" HABITS OF STUDENTS

Further evidence of the need for instruction in motion picture appreciation was uncovered recently by Robert B. Abbott, research associate for the Oakland Public Schools, in a survey intended to measure the "movie" habits of sixth-grade children.

His survey, covering 1030 pupils in fifteen Oakland elementary schools, revealed that seven out of ten sixth-grade children see a "movie" at least once a week and that three of the seven go twice a week or more.

Although Mr. Abbott's study was not needed to convince progressive educators of the importance of motion picture appreciation, it did throw new light on the problem of providing instruction for young children. Emphasis heretofore has been centered chiefly in junior and senior high schools.

Believing motion pictures to be at least as important as literature in shaping children's standards of opinion, taste, and conduct, the Oakland Board of Education has been expanding its program of "movie" appreciation. Begun four years ago with experimental units in four high schools and one junior high school, the program now includes a continuous thread of instruction running from the fourth grade through the twelfth. Instruction in the lower grades, however, is sketchy. Students do not carry on an intensive study of the subject until they reach the ninth grade.

Impressed by Mr. Abbott's findings, Miss Doris E. McEntyre, supervisor of English, believes that more intensive work in motion picture appreciation should be done in the elementary schools. A dearth of suitable instructional materials, she finds, is preventing further expansion of the program in the lower grades.

AN OFFICE OF RESPONSIBILITY

No person can serve on a board of education without experiencing a profound feeling of responsibility in the job he has undertaken and realizing that upon him and his associates rests the obligation, which affects every single person in the city, of educating and training the youth of our city for useful and happy citizenship.—Chase M. Davies, retiring president of the Cincinnati Board of Education.

1938 CONVENTION CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

The Biltmore Hotel in Los Angeles was selected as headquarters for the annual convention to be held in Los Angeles September 3, 4 and 5. The convention program will center on the theme "Democracy and Education." Entertainment features will include visits to the Planetarium and Huntington Library, as well as to local schools. The program committee includes Mr. Fred Heath, Dr. C. W. Pierce and Mrs. Florence Porter, and others to be announced later. The 1938 Convention will be the "biggest and best" we have held. It is *your* Convention. Help make it a complete success by sending in your suggestions for programs, entertainment or speakers, to the Executive Secretary, Mrs. Florence Porter, Professional Building, Bakersfield, California.

REDUCTIONS IN COSTS OF FIRE INSURANCE

The Board of Fire Underwriters of the Pacific has recently announced a plan to re-rate school property covered by fire insurance. This will establish a new basis for fire insurance rates and will result in a substantial saving on premiums paid for such protection. It is announced that the new regulations are retroactive and will become effective March 15, 1938, with certain restrictions on policies which have been in force for some time. This action on the part of the Board of Fire Underwriters is an evidence of their desire to co-operate with school districts, and their recognition that school buildings are as a rule a fairly safe risk because of their location and construction, as well as the precautionary measures which are taken by all school boards to insure the safety of children. The Trustees Association, as well as other educational bodies, has been actively interested in this matter for some time, and school trustees in every part of the state are now given an opportunity to profit by the survey being made by the Board of Fire Underwriters.

DELANO HIGH SCHOOL TO HAVE ADDITION

Continuing a comprehensive building program which will cover a period of several years, trustees of the Delano Joint Union High School in Kern County have planned a substantial increase in the present school plant. Work to be done during the coming summer months will include eight classrooms, four each for the Home Economics unit and four for the Commercial Department unit. Estimated costs of the new structure will be $54,000. This will bring the total value of the high school buildings well over $200,000.

During the past ten years this board has endeavored to follow a pay-as-you-go plan. However, two bond issues have been voted during the history of the district. Bonds were voted for the original building. They have been retired for some years, and in 1928 bonds were voted for the construction of the gymnasium. A levy of only 2c per $100 assessed valuation is necessary for the retirement of these bonds for the gym. All other buildings have been paid for on a "pay-as-you-go" basis.

Dr. Wm. B. Smith is clerk of the board, and Mr. H. R. Olson, superintendent.

1938 Convention, California School Trustees Association

PLAN NOW TO ATTEND THE

BILTMORE HOTEL LOS ANGELES

September 3, 4, 5

EXECUTIVE BOARD MEETING, C. S. T. A.

The regular quarterly meeting of the Executive Board of the C. S. T. A. was held in Bakersfield on April 9, 1938. Dr. Frank W. Thomas, President, of Fresno State College, was a guest of honor at the luncheon served at the El Tejon Hotel. During this meeting plans were completed for representative speakers from this association to be included on assembly programs of summer sessions at the seven state colleges. These speakers will endeavor to promote a better understanding between teachers and governing boards.

The afternoon meeting was devoted to a discussion of the new rules recently adopted by the State Board of Education relative to pupil transportation. It was agreed that the rules are reasonable for new busses, but should not be retroactive. A resolution to this effect was sent to the State Department of Education. Since that time a ruling has been announced from the State Department that any school district which will petition the Department for permission to operate a bus, will be given such permission, provided the bus passes certain requirements.

Convention arrangements are to be handled by the Executive Board. Committees to be announced later. Headquarters for the convention will be the Biltmore Hotel, which is arranged to accommodate large and small meetings and exhibits. Hotel accommodations may be had at this hotel, or delegates may stay at any other hotel of their choice. The Biltmore Hotel is centrally located in Los Angeles and easy to reach from all points of transportation.

NOTES ON SCHOOL LAW

In the case of Tyan vs. Burk, et al., 92 C. A. D. 600 (decided March 15, 1938), the court held that where a teacher is granted a valid leave of absence for a year, that does not interrupt her seniority rights. The court further held that the granting of a leave of absence suspends the right to payment but does not terminate the employment of a permanent teacher. The meetings of the board of trustees were very limited and uncertain. The trial court permitted the introduction of evidence to show what transpired at the meetings of the board relative to the granting of a leave of absence and the reinstatement of the teacher on return. The Appellate Court held that it was proper to permit oral testimony to show what action was actually taken by the board of trustees.

In Castro vs. Sutter Creek Union High School District, 92 C. A. D. 617 (decided March 16, 1938), the court decided that a woman is entitled to damages sustained by falling into an unguarded hole in a parkway located on school property. On the night in question she was chaperoning her two daughters to a school dance. As they were leaving the auditorium and returning to her car she fell into one of several unguarded holes in the parkway, by the sidewalk, on the street on which her automobile was parked. It was apparent that there was a dangerous and defective condition present which was likely to cause injury to the general public, for which the school district was responsible within the Public Liability Act of 1923. It could not be said that plaintiff was guilty of contributory negligence as a matter of law.

DOCUMENTS OBTAINABLE FROM THE STATE DEPARTMENT OF EDUCATION

It is now possible to obtain the California School Code, 1937 edition, at a cost of $1.50 per copy. This edition is revised for all amendments and gives the wording of all school code sections as they are now enforced.

Another document now available (also at a cost of $1.50) is a new edition of the "Constitution of the State of California and of the United States of America," under one cover. The purpose of this book is to make available to the public an authoritative printing of the laws applicable to the citizens of California and to their government. Either of the above books may be obtained from Mr. Robert A. Gardener, Supervisor of Documents in the Bureau of Printing, at Sacramento.

NEWS ITEMS

Pleasant Valley School, located at Camarillo, Ventura County, has a school population which is 80 per cent Mexican. Particular attention has been given in the art of manuscript writing and to handicraft. Under the able direction of Mrs. Onerinda Jones an activity program is being carried on which is proving the value of new trends in education. Mr. John M. Arneill, Mr. D. E. Flynn and Mr. Adolfo Camarillo are members of the board.

Mr. E. C. Skinner, Manteca, was recently elected President of the San Joaquin County Unit of School Trustees. Mr. Skinner has served most acceptably for several years as secretary of the unit, and is a member of both the Manteca Elementary and High School Boards of Education, and a Director in the C. S. T. A.

A recent N. E. A. survey covering the entire United States shows that one-fifth of all school board members are women. Previous surveys some years ago showed little more than eight percent city school board members were women.

At the recent Contra Costa County Institute held in Martinez, Mr. W. E. Stewart of Danville was elected President of the county unit and Mr. J. O. Ford of Richmond was re-elected Secretary.

During the past few years California schools have paid especial attention to "Public Schools Week" and "Education Week." During these periods parents are urged to visit the schools and become acquainted with teachers and school conditions. The designation of special weeks for visiting has resulted in a much more friendly attitude on the part of the general public to school work, which may be attributed to the fact that the general public has had the opportunity to see with their own eyes actual school conditions. It would seem from the wide success in the past of these co-operative efforts, that it might be advisable for even more attention to be paid to public relations. Some administrators advocate planned programs of publicity for schools, which may include publicity in matters of financial expenditure, change in curricula, and special activities. With a well-planned program in mind, publicity need not become stereotyped, and the large majority of citizens read with interest articles descriptive of any educational activities.

Announcement has been made of the recent organization of a "State-wide Council Against Single Tax." This council represents an affiliation of organizations of school, welfare, public officials, civic, farm, and citizens groups united in opposing the so-called "Sales-tax repeal-Land value Tax Initiative Constitutional Amendment." In a short time county campaign committees to work against the single tax will be formed and every effort will be made through this organization to maintain the present form of sales tax, from which a large portion of the support for public education is derived.

After more than a year of consideration word has been received from regional W. P. A. headquarters that funds to improve elementary school buildings and grounds in McFarland, Kern County, have been approved. This is welcome news to Mr. E. M. Higginbotham, District Superintendent, and members of his Board of Education, as they have had an increase of more than 150 in their ADA during the past year and every available space is now being used. It has been necessary also to make use of the "Grange Hall" located east of the school in McFarland. It is expected that work on the new buildings will begin immediately.

Bakersfield City Schools are entering a three-year building program in the complete modernization of the Washington Jr. High School. New class rooms, with ample provision for vocational education classes, will be completed before September. The plans include a separate choral room, and radio-enunciation system, and all rooms will be air conditioned.

Mr. Maurice Flickinger is President of the Board and Mrs. Marsa Voorhies is Clerk.

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STANFORD HIGH SCHOOL PRINCIPALS HONOR "POP" GEER

By H. W. KELLY, *President Tulare-Kings Counties Stanford Alumni Club*

In 1937, at the High School Principals Convention held in San Francisco, C. L. Geer, Principal Coalinga High School, and District Superintendent of Schools, was elected president of the Stanford Club of the High School Principals of the State of California.

This task of being president of this group was most happily accepted by Mr. Geer, and the plan was to have the usual Stanford Alumni Principals meeting, and it was going to be good because of the outstanding meetings that have been held in the past. During the year Mr. Geer appointed a committee to handle the arrangements for the meeting in Hollywood, and immediately the committee decided to make this a meeting to honor Mr. Geer, a Stanford alumnus of the class of 1907, and a man who was completing thirty years in secondary education.

The plans were unknown to Mr. Geer until the afternoon of April 11th, and a very interesting event took place at the general assembly of principals in the Hollywood High School on the morning of April 11th, when Mr. Geer gave an outstanding pep talk regarding the Stanford principals' dinner to be held that evening. He was completely unaware of the fact that this dinner was to honor him, and he, as well as all the principals, had a great deal of fun out of this announcement.

The dinner was held in the Blossom Room of the Hotel Hollywood Roosevelt, and approximately one hundred and twenty-five members and friends were present. The committee was assisted by Robert Thompson, principal of John Burroughs Junior High School. Through his kindness, and through a great deal of hard work, he obtained Honorable Geoffrey F. Morgan, Assemblyman from Santa Monica, to be our speaker, and also obtained the Los Angeles Junior College Ensemble to play for the banquet. Mr. Morgan presented an outstanding talk on the subject "Commerce and Culture." In accepting the invitation to speak at the dinner, Mr. Morgan stated "I am especially pleased to learn that my old friend, Charlie Geer, will be the guest of honor. I have known him since Stanford days and have long been an admirer of his life and work."

The music furnished through Mrs. Elizabeth Peterson of the Los Angeles Junior College was very beautiful, and a great deal of credit is due the following young ladies: Ruth Hoberecht, violin; Irma Fecho, violin; Inez Crowell, cello; and Norah Burne, piano. In addition to playing during the dinner, these girls presented a formal program that was enjoyed by all present.

Mr. G. L. Aynesworth, Stanford 1907, and a classmate of Mr. Geer's, gave a tribute to Mr. Geer as a part of the program. Mr. Aynesworth is an attorney in Fresno, and in addition to being a member of the Fresno City Board of Education, is president of the California School Trustees Association.

A beautifully bound booklet had been prepared by Mr. Geer, and this booklet included cuts of Dr. Jordan, Dr. Wilbur, Dr. Cubberley, and Dr. Kefauver. Excerpts from addresses given by these four men were included in the booklet, also a complete publication of all Stanford songs and yells. Group singing was enjoyed, and each person received one of these booklets as a memento of this occasion.

A high light of the dinner was the appearance of a committee of four from the University of California Alumni Principals Group at the Stanford dinner. These gentlemen were delegated by the California group to pay their respects and honor to Mr. Geer, and requested that Mr. Geer come to their meeting to give a few words in response. Mr. Geer gave a very gracious response to the California group for having requested him to come to their meeting, and a real spirit of fellowship was expressed by all present.

At the conclusion of our evening honoring Mr. Geer, the Stanford Principals Group elected Earl Crawford of Napa president for 1939.

The committee appointed by Mr. Geer to plan the meeting for the 1938 convention consisted of E. C. Kratt, Assistant Superintendent of Schools, Fresno; Leo Harris, principal Fresno High School, and H. W. Kelly, supervisor of co-ordinating activities, Tulare county schools.

Stanford University was represented by Dr. Grayson Kefauver, head of the Department of Education; Dr. Reginald Bell, professor in the department of education; Dr. Holland Roberts, professor in the department of education; Dr. Karl Coudery, associate registrar; and Miss Ruth Tracksell, executive assistant, appointment service of the university.

We all hope, even though Mr. Geer is retiring from secondary education, that he will continue to attend these annual secondary school principals' conferences, because of his influence in handling many important situations that present themselves.

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CONFERENCE OF SECONDARY SCHOOL PRINCIPALS

By JAMES FERGUSON
Principal, Jefferson Union High School, Daly City

"The greatest challenge in education is in the secondary schools. We need a broader curriculum with new approaches. In the field of recreation we must evolve something different from the bleacher type."

This was the keynote sounded by Vierling Kersey, Superintendent of Los Angeles Public Schools, in his greeting to the conference of California Secondary School Principals, held in Hollywood, April 11-13.

The program began with an announcement by Dr. Walter I. Dexter, before the general session, that Dr. Aubrey A. Douglas, now on leave of absence from the State Department of Education, was largely responsible for the program of the conference and that Dr. Douglas would return next fall to his post in the department as chief of division of secondary education.

One of the outstanding addresses in the three days program was that of Superintendent Alexander J. Stoddard, Superintendent of the Denver Public Schools, on the subject, "The Schools and the American Scene." After citing figures to show the tremendous task confronting the public schools of America—over a million teachers and thirty million boys and girls going to school in the United States—he described the American scene as one of differences, in contrast with that of other countries, where uniformity is the rule. "We have in America different races, different religions, different languages, different political parties, and different beliefs on almost all subjects, and these differences must be maintained if democracy is to survive," he said.

Section meetings were held throughout the three days session, as many as fourteen at one time, and ranging in interest all the way from "Curriculum Development" to "The Problem of Unemployed Youth," "School Insurance," "Adult Education," and "School Records." There were formal breakfast discussions beginning at 7:00 o'clock, luncheon meetings at 12:00, and dinner programs lasting from 6:00 to 10:00 P. M. and later, all given over to the consideration of educational problems.

The members of the State Department of Education carried their full share of the program. Superintendent Dexter delivered several formal addresses, which were high standards in educational thought. Papers were presented by Miss Maude I. Murchie, chief of bureau of home making; J. C. Beswick, chief of bureau of trade and industrial education; Julian A. McAphee, chief of bureau of agricultural education; W. H. Orion, chief of division of physical and health education; and Ira W. Kibby, chief of bureau of business education.

The program of the conference was inspiring. It was of high quality throughout, and received most favorable comments from the delegates. Only one criticism was expressed—and it was complimentary—no one was able to attend all of the sessions he was interested in because too many interesting sessions were going on at the same time. The papers and addresses given represented a tremendous amount of work and were valuable contributions in the study of challenging problems that confront us in education. The present writer believes that some way should be found to finance the publication of the proceedings of such a conference.

ANNUAL CONVENTION—C. E. S. P. A.

By William J. Burkhard

The 1938 Convention of the California Elementary School Principals Association met in San Diego April 11-12. Using the theme "The Future of the Elementary Principalship," the convention was most inspirational and was well attended by an enthusiastic representation of principals from all parts of the state.

The convention opened with a series of section conferences. Mr. Jay Connor, Director, Elementary Education, San Diego Schools, Miss Helen Heffernan, State Department of Education, Mr. William Scalapino, Santa Barbara, and Dr. J. Richmond Barbour, San Diego State College, were section leaders. After the section meetings, a general session was held in the Auditorium. Presiding was Harry L. Buckalew, President, California Elementary School Principals Association. Mr. Samuel J. Lacy, Principal, Los Angeles City Schools, spoke on the topic "How to Teach Children to Live Effectively in Our Democracy."

On Monday evening a dinner meeting was held in the House of Hospitality on the Exposition Grounds with Dr. J. Richmond Barbour presiding. Miss Ada York, Superintendent of Schools, San Diego County, gave an address of welcome. Miss Helen Heffernan gave the main address of the evening on the topic "Preparation and Training for the Elementary Principalship." Her talk was received very enthusiastically by the large delegation of principals present. She closed her remarks by pointing out that the California Elementary School Principals Association was now well established and well able to suggest standards of training for its membership. As a direct result of her remarks a state-wide committee was suggested at the business session of the State Council to function next year. The task of the committee will be to make a study and therefrom make recommendations on the preparation and training necessary for the elementary school principalship. It was also decided that this committee bring these recommendations to the next state convention.

Tuesday was devoted exclusively to convention business. After a report given by the state president, the following Section Presidents gave their annual reports: Northern Section, Lyrel Bullard; Bay Section, Mrs. Ella I. Buttner; Central Coast Section, Mr. Herbert Kohner; Central Section; Mr. Francis White; Southern Section, Mr. Robert Bruce. These were followed by the annual reports of State Committees.

Mr. Harry L. Buckalew, State President, presided at the annual council business meeting held Tuesday afternoon. Oakland was chosen as the meeting place for the 1939 convention. The following slate of officers was chosen for next year: President, Mrs. Gertrude Howard, Inglewood; Vice-President, F. B. Zimmerman, Oakland; Secretary, David Laird, Bakersfield; Treasurer, Leonard Hummel, Palos Verdes Estates; Year Book Editor, Mrs. Florence Mount, Los Angeles; Directors, Lyrel Bullard, Maxwell; Herbert Kohner, Monterey; Mrs. Myrtle Eglin, Ukiah.

A Special Luncheon was sponsored by Phi Delta Kappa for all the men on Monday. Will Crawford, City Superintendent of Schools, San Diego, was the speaker. A breakfast sponsored by the Department of Elementary School Principals was held on Tuesday morning. Harley W. Lyon of Pasadena, past president of both the California Elementary School Principals Association and the National Department of Elementary Principals presided and introduced Mr. John A. Sexson, President of the California Teachers Association and President of the American Association of School Administrators.

The Convention closed with the customary Annual Banquet with President Buckalew presiding and Robert Abbott of Oakland as toastmaster. Dr. Aymer Hamilton, first president of the California Elementary School Principals Association, was special guest of honor and was presented with a life membership in the California Elementary Principals Association.

EIGHTH ANNUAL CONVENTION OF THE CALIFORNIA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

At Pasadena on April 7, 8, and 9, 1938 the eighth annual conference of the California Association of Health, Physical Education and Recreation occurred. There was an enthusiastic attendance, and numerous sectional conferences were held for those interested in health problems, in physical education problems and those relating to Recreation. At the business session important decisions were made which should have far-reaching results in the growth of the association and the professional enthusiasm of the members.

The Association has professional affiliation with the California Teachers' Association and a representative attends meetings of the Executive Committee of the C. T. A.

The following have been chosen officers of the association for the following year: President: Mrs. Florence Hale Stevenson, San Francisco State College; First Vice-President: Grover Gates, Edison Technical High School, Fresno; Second Vice-President: Edwin Trethaway, Supervisor, Los Angeles City Schools; Treasurer: William C. Sim, Sacramento Junior College; Treasurer: W. H. Orion, Chief, Division of Physical and Health Education, State Department of Education.

The following Units sent delegates to the sessions of the legislative senate: Alameda, Berkeley, Coast Counties, Contra Costa County, Fresno-Madera Counties, Glendale-Burbank, Long Beach, Los Angeles, Oakland, Orange County, Pasadena, Redwood, Richmond, Sacramento, San Diego, San Francisco, San Joaquin, Santa Barbara, Santa Clara County, Santa Monica, Tulare County and Ventura County.

Among the noted speakers were: Dr. Walter F. Dexter, Superintendent of Public Instruction and Director of Education, Department of Education, State of California; Eduard Lindeman, Director of Division of Recreation, Works Progress Administration, Washington, D. C.; John A. Sexson, Superintendent, Pasadena City Schools; C. L. Lowman, Chief of Staff, Orthopaedic Hospital School, Los Angeles; Reginald Bell, Associate Professor of Education, Stanford University; Clarence Case, Professor of Sociology, University of Southern California; Robert Lane, Assistant Superintendent of Los Angeles City Schools; Donald McLean, Clinical Psychologist and Consultant, Institute of Family Relations, Los Angeles; C. F. Martin, President, California Association of Health, Physical Education and Recreation.

On Friday morning, in conjunction with the conference, there was held a Professional Student-Teacher Conference, the theme for the conference being, "The Student Looks at Co-Educational Activities."

THIRTY-NINTH ANNUAL CONVENTION CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

One of the largest educational conferences of the year will be the 39th Annual Convention of Parents and Teachers to be held in San Francisco, May 24-27, with headquarters at the Palace Hotel. Climaxing a year of varied activities, several thousand members will join in a week's study of the challenging theme: "Purposeful Growth—The Child's Right—The Adult's Responsibility."

NORTH SAN JOAQUIN VALLEY MUSIC FESTIVAL

This annual spring festival will be presented in Sonora on Saturday, May 21.

The conductors will be outstanding men in their various fields. The 140-piece orchestra will be directed by Herman Trutner, Jr., Supervisor of Instrumental Music in the Oakland Schools. Glenn H. Woods, Supervisor of Choral Music in the Oakland schools will lead the huge chorus of 550 voices. Frank Mancini, conductor of the Modesto High School Band will conduct the 210-piece band.

Music students will represent the following thirteen high schools: Stockton, Lodi, Modesto, Turlock, Manteca, Ripon, Linden, Escalon, Hilmar, Tracy, Calaveras, Tuolumne, and Sonora.

The Festival program announces compositions of such a high level of excellence that this gathering will certainly be an experience of great value to the communities sharing in it as well as to the young musicians.

For the enjoyment of the public and in order to make such a production possible, the Sonora Union High School will construct a huge stage on the grounds of the football field. The Annual Festival has come to be a real event for Northern San Joaquin Valley's participating students and for those interested in the musical advancement of our schools.

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WESTERN SCHOOL NEWS

Edited by MORRIS WAGNER

ON A TRIP up the Sacramento Valley one still hears tales of flood and wind. In Sacramento Superintendent Hughes and his assistant, Mr. Baisden, bemoan not only the loss of the many elm trees which gave such wonderful shade but the fact that they were blown down in the school grounds. The freak near-hurricane last December which uprooted the trees also damaged the tile roofing of the new McClatchey High School. All together about five thousand dollars damage was done and repair funds had to come out of the school budget.

In Tehama County Miss Roxie Hall, the County Librarian, is still mindful of the fact that about one thousand dollars worth of books was ruined by the flood waters in the town of Gerber. Seven feet of water rose in the town and although the branch library was several feet off the ground the water covered the interior up to the third shelf of books. The Tehama School, a two room building, had water up to the desk tops. One hundred and eight books were lost.

The wildflowers which have followed the storms are unbelievable until you see them, particularly in Butte County. The railroad tracks are lined with poppies so thickly and for such great distances that the engineers must feel that they are running on rails of gold.

IN KINGS COUNTY Superintendent Meadows and Supervisor Mellor tell us that in April five one room emergency schools had to be moved out of the Tulare Lake Bed ahead of the rising waters. One, the El Rico School, was not moved in time and is now submerged; and one was moved just a few hours before the levee broke. A large area of Kings County is under water and the recent break in the levee that took one of the schools covered thirty-five hundred acres of a perfect stand of grain. Superintendent Meadows believes the lake to be higher than it has been any time since 1906. Mr. Mellor is rueful because the new maps of California which have been published recently and which were purchased by the county have come out without showing the Tulare Lake.

H. A. SPINDT, principal of the Kern County Union High School in Bakersfield, resigned in April. Mr. Spindt announced that he was resigning to accept a position with the University of California at Berkeley as manager of the bureau of placement and vocational guidance. He has been in Bakersfield since 1917, entering the high school first as a teacher. In 1922 he became principal, a position which he has held for the past sixteen years.

ON APRIL 27 the elementary schools in the Hanford Union High School District held an exhibit of hand work resulting from the present methods of teaching in Kings County. Work of all grades was shown, free hand drawing in the social studies field, hand made books and many types of modeling and construction. Several one room rural schools had especially good exhibits. One particularly interesting project, carried out in several schools, was a map of the school district, drawn to scale. In connection with the map, stories were written about the farms, their owners, their products and the story of irrigation in the district. In several instances world trade routes were developed by following the products of the immediate neighborhood around the schools, particularly cotton. The hand craft exhibit of the Hanford Elementary Schools was especially good.

TRACY IS BUILDING a new primary building which will be ready for occupancy in September. A $50,000.00 bond issue was voted last fall and Superintendent C. B. Shoesmith states that the bids have sold for three per cent interest. They are twenty year bonds to be retired at approximately $3,000.00 per year. The building was estimated to cost $52,000.00. The bids were divided into three sections; general contract, heating and plumbing and electrical. The total amount of the bids equaled $51,489.00 which was $511.00 less than the estimate.

The most modern type of equipment is being used from blackboards to drinking fountains. The building will have six primary rooms and a kindergarten together with a combination cafeteria and assembly hall. The new building is located on a seven acre tract of land near the center of the school district but away from the center of town. It is in a new and growing residential district. The present Central School which will be abandoned on the completion of the new building is now in the center of the business section. It was built in 1911. During 1926-27 the Board of Trustees sold part of the playground on which the Tracy Inn was built. The Board at this time purchased the present seven acre tract for a new school, but the depression came along before they were ready to build. They secured the use of two adjacent lots for playground purposes and carried on where they were. The immediate cause for raising funds and building the new plant at this time is the erection of a store building on these two lots!

Tracy has had a steady growth in population and in its business area, although not in school enrollment until this year when there has been a slight increase. Mr. Shoesmith has been superintendent since 1929, when he was elected for one year. He was then given a four year contract which was renewed in 1934 and on April 27 of this year he was re-elected for another four years.

GEORGE F. ALGEO, Superintendent of Schools, Sutter County, has augmented his staff this year by adding a second supervisor. Miss Dolores Schulz was appointed last summer as rural supervisor giving special attention to art and remedial reading. Miss Schulz before her appointment was elementary grade teacher in the Yuba City School under Chester D. Winship. During the last two years, however, she had sufficient help from the cadet teachers of the Chico State College to free her from the classroom. This freedom she used for special work in art and remedial reading. Her work was of such quality that Mr. Algeo chose her for county supervisor.

Miss Schulz is a graduate of Chico State College and she secured her credential for supervision from that institution. The special work in remedial reading which she is carrying on in Sutter County is the outgrowth of Superintendent Algeo's county reading program which has been carried on through the past two years. A careful testing program in 1936 resulted in an emphasis being laid on reading throughout the county. Mr. Algeo has confined his testing to reading rather than achievement. His reason for this plan was a comparison of the results between the two types of testing. He feels that reading is the basis of all school work and is really the key to all other subjects. It, therefore, is the gauge of individual ability, and he is making it for the present the chief concern in the county program.

THE SCIENCE TEACHERS of the Elementary and Junior High Schools of Sacramento have organized an association for the purpose of promoting a closer relationship among the teachers of the Science Department and to further the welfare of the department. Officers for the year 1938-1939 are: Mary Bradford, Bret Harte School, President; J. E. Freeland, California Junior High, Vice-President; Ida Flemming, Wm. Land School, Secretary; Alba Vosler, Newton Booth School, Treasurer. These officers with the Science Supervisor, Esther Guthrie, who is an honorary member of the organization, constitute the Executive Board.

DR. F. G. MACOMBER, of the Riverside City schools staff, resigned last fall to accept a position as professor of education in the field of curriculum at the University of Oregon. Superintendent Ira Landis secured the services of Dr. Macomber about three years ago as director of curriculum and instruction from kindergarten through junior college. Superintendent Landis planned a revision of program along modern and progressive lines though not extreme. During this period Dr. Macomber developed a scope and sequence chart of social studies which has had considerable recognition.

SOUTH SAN FRANCISCO JUNIOR SENIOR HIGH SCHOOL has increased this year about eight percent over last year's enrollment. Eighty-five students from the elementary school are expected to enter next fall which will give next year a decided increase over this year.

In visiting South San Francisco one would naturally suppose that the employees in the immense steel works and packing company lived in the town. Guy J. Rooney, Superintendent of Secondary Education, tells us, however, that this is not entirely true, that about twenty-five hundred workmen commute daily from San Francisco or peninsula towns. South San Francisco is a home-owned city and has enjoyed a steady growth.

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The Bay Section of the California Elementary School Principals Association held its semi-annual meeting at the Tamalpais Union High School April 2 with some 250 present. Mrs. Ella I. Buttner, Principal, Homestead School, Mill Valley, President, presided. Miss Sarah L. Young sends in the following brief report of the meeting.

At the morning session the address was given by Dr. Herbert Stolz, Director of Guidance, Oakland Public Schools, on "Guidance in the Elementary Schools." Other speakers were: Edith Peterson, General Supervisor of Schools, Sonoma County, "Adjusting Curriculum to the Rural Schools"; A. H. Horrall, Assistant Superintendent of Schools, San Jose, "Guidance and Teaching Principal"; Merle McGinnis, Director of Guidance and Placement, Berkeley City Schools, "Guidance and the Supervising Principal"; Edith E. Pence, Director of Curriculum, San Francisco Schools, "The School's Contribution to the Program for the Prevention of Delinquency."

Officers elected were: President, Lawrence Curtis, Santa Clara; Vice-President, Mrs. Katherine Borneman, Hayward; Secretary, Beecher Harris, Berkeley; Treasurer, Mrs. Lauretta Paulsen, Redwood City; Delegates to Council, Mrs. Ella I. Buttner, Mill Valley, and L. L. Miller, Turlock.

A recent report makes a statement that will interest California teachers who are always appreciatively conscious of the leadership of our state department of education. In a list of ten books published since 1931, selected by school superintendents throughout the United States on the basis of the number of times they were mentioned in educational discussions and articles, the second place is given to our "Teachers Guide to Child Development in the Intermediate Grades," California Curriculum Commission.

Lillian Mohr Fox, Supervisor of Music, Pasadena, presented a motion picture on Creative Music at the St. Louis Music Educators Conference. Mrs. Fox directed the making of this picture, which shows children engaged in many types of music activity. It shows the processes through which they arrive at music understanding and appreciation through creative expression carried forward on their own steam rather than that of the teacher. Mrs. Fox is one of the authors of "Creative School Music." Her collaborator was Dr. L. Thomas Hopkins. Mrs. Fox has devoted her research largely to the field of creative school music for which she is nationally known.

The Monrovia-Arcadia-Duarte high school district publishes *"Foothill Bulletin"* which rates high among school publications for its interesting news and for its excellent editing and appearance. We recommend the issue of February, 1938, "The School Plant" to the attention of districts which have on hand building or reconstruction projects. Photographs, plans, and descriptions present the results of an extensive building program in this foothill district, and the issue should be valuable to other systems confronted with similar problems of expansion and adaptation in the school plant. The trustees and superintendent of this district are: F. D. Krenz, President; B. L. Roberts, Clerk; Hal P. Eastman, F. H. Felherg, and R. Royden Hopper, Trustees, and J. Warren Ayer, Superintendent.

The announcement of summer courses at the University of Chicago lists, as visiting instructors, several names of interest to western school men: Aubrey A. Douglass, professor of education and director of graduate studies, Claremont Colleges, California; Malbone W. Graham, professor of political science, University of California at Los Angeles; E. E. Oberholtzer, Superintendent of Schools, Houston, Texas, in the department of education. (Superintendent Oberholtzer is the father of Kenneth E. Oberholtzer, Superintendent of Long Beach Schools.)

Dr. Leo F. Hadsell of the Science Department of Fresno State College is giving a course in elementary school nature study and science this term. Fresno city teachers and teachers from the surrounding counties are enrolled. The large attendance of both city and rural teachers is an indication of the prominent place science is taking in the elementary curriculum. The course is given in the evening. The requirements constitute faithful attendance, contribution of specimens and a written account of an elementary science or nature study unit which will be developed in his school by each class member this term.

The Fresno City School System has recently gone on record as favoring instruction in First Aid in all secondary schools. It is requiring all physical education teachers to prepare themselves to give such instruction and will doubtless make the course prerequisite to graduation. This action was taken in view of the great number of accidents and the need that all persons should have at least elemental knowledge in First Aid work.

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BOOK REVIEWS

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Man's Great Adventure by Edwin W. Pahlow. Revised. Price $2.20. An introduction to world history, for senior high school. 766 pages. This discriminating and really vital selection of historical material marches with unbroken continuity from the caveman to the Austrian Anschluss of last March. The easily flowing style and the beautiful illustrations make the book an absorbing drama. Maps, charts, tables and pictorial graphs, as well as a really functional index, make the new edition a thoroughly useful tool. With this tool youth may open for himself the world of his own ancestors back through the milleniums, and so learn to see himself in true perspective, the heir of the past, the custodian of the future.

Good Reading. Revised. Price, $1.98. This series provides all the literature needed for the four years of the high school, with the emphasis on modern and contemporary writing. "Achievement," "Adventure," and "American Writers" are the three volumes that provide selections of verse and prose, fiction and essay, history and biography. Each volume is adequately "implemented" with editorial aids.

From the U. S. Government Printing Office, Washington, D. C.

Report of the Advisory Committee on Education. Price, $.35. This is the report presented to the President in February, 1938, and discussed with so much heat in the press and at the Atlantic City Conference of School Administrators. The principal recommendations are more or less familiar to school men from the press reports. The text itself, however, is well worth obtaining and reading, if only for its thorough and concise presentation of the whole educational picture in the United States today. Whether or not the recommendations for increased federal support of state schools are acted upon by Congress, the report assembling the facts that are the basis for the recommendations is an important contribution to contemporary school history.

From the American Association of School Administrators, Washington, D. C.

The Sixteenth Yearbook: Youth Education Today. Price, $2.00. The "youth problem" holds the center of the educational stage today. It is of course primarily an economic problem. In earlier periods young people, and pretty young at that, stepped into a place waiting for them in the economic structure. From that moment their problems merged with those of the adult population. That situation is so far from the facts of today that we are rightly concentrating attention on the problems facing a generation who leave school "all dressed up" by traditional education—with no place to go. The yearbook accepts facts and makes an effort to construct a program of education based on facts, not tradition. Personal relationships and individual development are a first concern. Social adjustment and attitudes of civic responsibility are the goal toward which all individual instruction and help must lead. There is a minimum of theory in this text, a maximum of "case history" and suggested procedures based on experience. It is a practical guide for classroom teachers, administrators and counselors.

From D. C. Heath and Company

FLYING THE PRINTWAYS by Carol Hovious, Head of Department of English, San Benito County High School and Junior College, Hollister, California. Price, $1.48. A book for anyone who would like to read with greater speed, accuracy and intelligence. Try-out tests for the purpose of locating reading difficulties are supplied. Each chapter contains a discussion of a particular reading process, a test to determine whether the student has grasped this discussion and reading selections and exercises in which the student may practice the procedure discussed. The book is written in a lively, informal style in which the author aims to approximate actual conversations. Subjects chosen are of genuine interest to boys and girls and make the work of acquiring reading skills really enjoyable.

From the American Book Company

WEBSTER'S STUDENTS DICTIONARY. A Merriam-Webster. Price, $2.48; indexed, $2.72. Written for students in the upper levels of schools, this dictionary contains newly written, simplified definitions based upon Webster's New International Dictionary, Second Edition. Vocabulary entries are selected upon the basis of their occurrence in textbooks and in other school works. Spelling, syllabification, pronunciation and etymologies are also based upon Webster's New International Dictionary. Discriminating synonyms follow definitions of words, and illustrative examples of the use of words are given. Geographical and biographical proper names are included in an appendix.

From the Macmillan Company

MACMILLAN'S MODERN DICTIONARY, compiled and edited under the supervision of Bruce Overton. Price, $3.00; thumb indexed form, $3.50. The most gratifying feature of this new dictionary is its unified alphabetical arrangement. Geographical, biographical, Biblical, and mythological items, foreign words and phrases, idioms, and slang are all to be found in the main, and only, alphabet. Many new words brought in by science, industry, social science, radio, and the newspapers have been included. Related words are given in proximity to the entry word as an aid to vocabulary building. Illustrations are not included as the editors have observed that pictures seem to be for "embellishment rather than for utility." Omission of illustrations permits the use of type that is large, well-spaced, and uniform. For use in home, office, and school.

From Silver Burdett Company

LATIN — FIRST YEAR by Magoffin and Henry. The Climax Series. Revised and enlarged edition. Price, $1.48. This book contains material sanctioned by experience coupled with material with a stronger appeal for modern students and teachers. Both material and method are designed to awaken interest in Latin not only as a matter of linguistics but with attention to its cultural and literary values and with recognition of the debt of English to Latin. Students are trained to read Latin for the content, not as exercises in grammar though the readings in this book provide constant practice in the proper use of vocabulary, forms, and syntax. Color plates help one to visualize truly the "grandeur that was Rome."

LATIN — SECOND YEAR by Magoffin and Henry. The Climax Series. Revised and enlarged edition. Price, $1.80. Following the same general plan of presentation as *Latin —First Year*, this book contains stories of mythology, the story of the Argonauts, readings from a wide range of Latin authors and selections from Caesar. The reading content gives students a knowledge of Roman life, institutions, customs, ideals, and literature.

From Hall & McCreary Company

HOW TO TEACH MUSIC TO CHILDREN by Clella Lester Perkins. Price, $1.50. A manual containing suggestions and plans of value to supervisors and teachers of music in elementary and junior high school grades and in ungraded schools. There are chapters dealing with: the singing voice of the child; rote singing; sight singing; part singing; rhythm; song dramatization; the rhythm band; music appreciation; creative music; rural school music. There is a section supplying daily lesson plans for rural schools, a section devoted to fundamentals of music, and a section providing a hundred songs suitable for use in carrying out the plans suggested.

From the Wheeler Publishing Company

TEACHERS' MANUAL for the Hardy Readers by Marjorie Hardy. Price on application. The accessory material for Miss Hardy's popular series has been revised to conform with the revised forms of the basal books, the pre-primer "The New Little Book," "The New Wag and Puff," and "Surprise Stories." Procedures are suggested for teaching these stories and vocabulary data. The purpose of the revision was to incorporate findings from actual classroom use. General information about reading instruction is supplied as well as specific directions for use of the Hardy books.

From Laidlaw Bros.

BOB AND JANE by Elda L. Merton and William A. McCall. Price: paper binding, $.36; cloth, $.60. The first book in the Merton McCall Readers series, a pupil-activity primer. The book provides reading material that is simple, varied and interesting. Attractive color illustrations relate closely to this material. Fifty-eight words are used. The maximum number of new words appearing on any one page is three. Each word used first appears on a story page in helpful reading context. Drills for retention of words are provided in accompanying study activities.

WORK AND PLAY by Elda L. Merton and William A. McCall. Price: paper binding, $.40; cloth, $.72. Another book in the Merton-McCall series, a pupil activity reader for the first grade. One hundred eighty words are used of which one hundred twenty-four are new, fifty-six having been taught in the first book of this series.

From Doubleday, Doran and Company

HIGH SCHOOL ADMINISTRATION by Maxwell and Kilzer. Price, $2.50. A presentation of solutions to the multiple problems of high school administrators growing out of increased enrollment and diversity among students of background, ability and objectives. The book can be used as a text in teacher-training courses or as an aid to teachers already in service. There are exercises and problems at the ends of chapters to encourage research and faculty discussion. References for further reading are given.

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WALTER F. DEXTER

Superintendent of Public Instruction

Appointed by Governor Merriam in February, 1937, to complete the term of Vierling Kersey, resigned, Dr. Dexter has been confirmed in his office by the recent primary election. The popular vote attests the confidence of California in his leadership and policies.

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September, 1938

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the state-wide professional body which unites teachers, of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the securing of adequate financial support and favorable laws for California's Public Schools. Committees and conferences of the Association, working with State and local leaders, have aided in the success of every major educational advance.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and State-wide newspaper publicity.

Through its Placement Service the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

The activities of the State Association are authorized by the California Council of Education, a body of representatives elected by the Councils of each Section. The State Council annually elects a Board of nine Directors.

State headquarters are located in San Francisco, 155 Sansome Street.

Departments of Classroom Teachers organized in five Sections under authorization of the Council of Education, regularly study classroom problems.

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155 Sansome Street
SAN FRANCISCO

Section Secretaries

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200 Continental Building
Fourth and Spring Streets
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Jottings of a Traveling Bookman

By W. M. CULP

After some nine months on the East coast in the vicinity of New York City, four months on the West coast during the summer months give one a feeling that perhaps conditions in the United States are not as bad as pictured. It is a fact that from San Diego to San Francisco and back again there are more evidences of prosperity than anywhere else in the country. The metropolitan center of Los Angeles with its fast growing suburbs, building of beautiful homes by the thousands, the well-keptness of the ranches and vineyards, the immensity of the crops, the vastness of automobile traffic, the hundreds of thousands seeking pleasure at 250 miles of beaches that lie between Santa Barbara and San Diego, the constant increase in luxurious gasoline stations, the vast prosperity of the summer horse racing tracks, are all optimistic in their effect.

The best antidote we know for the doldrums caused by such slight things as politics, economics, or wishful thinking is to go fishing. It is the pastime of presidents and the escape for thousands of us lesser fry. With such things in mind take a trip to San Diego. It is 3:00 a. m. at the foot of Broadway. The air has the softness and warmth and mildness that one associates with Mobile. The stars are bright overhead and the moon is not yet sunken. There is more activity than one would imagine in a town of around 180,000 persons. Taxis roll along, sailors are coming down to the wharf for the 2:30 a. m. and 3:00 a. m. boats that take them back to their stations on U. S. warships, eating places gleam with red and blue neon lights, and barkers are lined up along the fishing smack row trying to attract customers to their individual boats; 3:00 a. m. sharp, a whistle sounds and a half a dozen fishing boats shove off loaded with groups of more or less amateur fishermen. Down the bay the boats chug along powered by Diesel motors. Live bait is taken on at the traps near the Quarantine Station and then out through the harbor entrance, past the old lighthouse and on to the Coronado Islands some thirty miles away. Awaiting arrival at the fishing grounds those used to the water try to catch up on sleep, if that is possible. It is around 5:30 a. m. Fog is overhead, the sea is calm, the Coronado Islands, mostly barren rock, jut out of the water, the kelp beds are at hand. The boat circles, throwing out live bait. There is a break and a great splash of water. A school of barracuda is present. Lines are baited and thrown overboard. Strikes come, a yellow tail is hooked, the pole bends, the line sings, after a struggle the fish is gaffed. And so it goes, barracuda, sea bass, black bass, sheep's head, a horse mackerel or so, and it is noon and time to return.

Such is the service upon these San Diego pleasure fishing boats that as one returns to harbor your fish are cleaned so that all the fisherman has to do is to take them home for cooking.

The ride back from the Coronado Islands is something to be remembered. To the right of the harbor entranec lies low-setting North Island, site of a navy airbase and training station and the world-famed Coronado Hotel. The Coronado Hotel looms up a huge wooden red and white hostelry with its spires and gables. Coronado Tent City lies down the Silver Strand for a mile or so. Into the harbor and into sight come ships of the United States navy, destroyers, cruisers, submarines tied up to their motherships, gigantic aeroplane carriers. Everywhere a bustle of the military. Overhead boom the motors of seaplanes and navy combat planes. By threes they come swooping in to land. And on the right as one comes down the bay past North Island are lined up, so it seems, hundreds of huge navy seaplanes, motored by two or more engines. The United States at peace, but as much activity as if we were in the midst of war. The city looms up ahead, modernized out of its sleepiness of 50 years ago. The wharf—and another fishing trip ended.

* * *

THE SUMMER SESSIONS of 1938 in Southern California held an interest for a greater number of students than has been the occasion for some years past. The University of California at Los Angeles has an enrollment of 2584, the largest number enrolled since the peak year of 1929 when 3505 were registered. The University of Southern California had the greatest registration in its history. The first term of that institution's summer sessions enrolled 5052 persons, while about 2500 were registered for the second term. Miss Caroline Swope's Summer School at Long Beach was back with almost a top registration of nearly 500 individuals.

An analysis of the registration of these three institutions shows that they still draw their greatest support from those engaged in education—U. S. C. had 3058 teachers registered, while U. C. L. A. had 969 in its classes. The enrollment in Miss Caroline Swope's Summer School was almost one hundred per cent those engaged in educational work. The second greatest class found in the enrollment of the two universities was that of students. While U. S. C. had almost double the enrollment of U. C. L. A. it had a lesser number of students (1158) enrolled than had U. C. L. A. with its 1182. The fact that both universities enrolled about the same number of students proves something or other. The large

number of teachers enrolled at U. S. C. was occasioned by the number of teachers from out of the state, who had come to Los Angeles for their summer vacation. It is apparent that athletic advertising does make an institution known even to those engaged in classroom pursuits.

Both the University of California at Los Angeles and the University of Southern California are developing campuses that will in time rank with the classic universities of the land. The University of California at Los Angeles on its new Westwood campus started from scratch some ten years ago and now it has one of the most beautiful university lay-outs in the country. The University of Southern California has grown up in its residential setting until now with purchases of surrounding land it is clearing out old homes and is taking on the feel of a real university in a classic setting.

MRS. MURIEL EDWARDS, Superintendent of the Santa Barbara County Schools, for the past eight years has held one of the choicest positions in California among the county superintendents. Santa Barbara County is set apart from the rest of the State in several respects. For one thing it is more closely linked to the Spanish past than most of California. In its new courthouse built some few years ago Santa Barbara county has one of the most artistic buildings of Spanish design in the Americas. Huge thick walls, lofty ceilinged rooms, corridors pillared and paved with large red tile, a feeling of coolness throughout, a winding staircase off a main corner, an outdoor sunken patio to the east—a place for assemblage, gardened grounds with all of the color of the west can but impress every visitor. In this setting the county superintendent has her office.

Santa Barbara County is one locality in California where huge ranchos still exist and descendants of Spanish ancestry play a prominent part in the society of the county along with the people from the east who have magnificent estates at Montecito and elsewhere. In August at the time of the Fiesta Old Spain in all its glory comes to life again and it is a festival worth coming thousands of miles to enjoy.

In education under Mrs. Edwards' guidance one of the most progressive programs in California has been developed. For the past three years a joint campaign of the county educational forces under Mrs. Edwards and the City of Santa Barbara under Superintendent Curtis E. Warren aided by guidance from the Department of Education of Stanford University under Dr. Grayson N. Kefauver has been devoted to a curriculum project based largely upon the establishment of units of work built around fundamental child interests.

It has been Mrs. Edwards' purpose and those associated with her in this curriculum work to make use of all materials available from publishing and school supply firms. It has been the aim to make use of available books rather than to develop others. The prime work has been the selection of titles and materials that will aid the progress of each unit of work.

The set-up of book adoption in Santa Barbara County now is in the hands of a library committee of three composed of a librarian, a teacher, and a supervisor, with Mrs. Edwards as chairman. It is the responsibility of this committee to review books and to recommend them to the County Board of Education for adoption. In addition, various members of the School of Education of Stanford University, serving as consultants on the Santa Barbara Curriculum Project, aid the committee in reviewing books and recommending titles for the county booklist. One outgrowth of this cooperative curriculum development program has been the establishment of a curriculum laboratory located on the second floor of the Santa Barbara city library. This laboratory houses a copy of everything that has been adopted by the County Board of Education.

The outcome of the curriculum project has been the mimeographing of several bulletins giving concrete suggestions as to kinds of units of work that might be developed, their manner of establishment and growth, and the aids for their successful completion. The bulletin on the Primary Level devoted to Curriculum Materials is divided into such headings as Philosophy of Education, Scope and Sequence of Learning Experiences, Problems, Activities, and Instructional Materials, Unit of Work Suggestions.

CHARLES E. TEACH, Superintendent of the San Luis Obispo city schools, recently ended an extensive building program and now finds every class room jammed to the doors. San Luis Obispo, half way from San Francisco to Los Angeles is on the upgrade. The junior college had an increase of 140 per cent this past year, while the kindergarten increased 30 per cent. The junior college had an a. d. a. of 47 during 1936-1937, while this last year it amounted to 110, and during the current year the enrollment is expected to top 200. Attendance figures this past year were 110 junior college, 552 senior high school, 516 junior high school, 889 elementary schools and 147 kindergarten. The night school increased this past year from 682 to 1278.

New construction so far includes the addition of a dramatics and music unit to the main high school building and the making of dressing rooms for the junior college students in the gymnasium.

Superintendent Teach believes that due to the overcrowding of the high school building, where the junior college students are housed, a separate junior college building may be a possibility of the near future.

ALBUQUERQUE, NEW MEXICO, has a flavor all its own. No one can visit the largest city in the state of New Mexico and come away without a feeling that the city is the something that makes the great Southwest.

Mr. John Milne for years has been the superintendent of the Albuquerque city schools. He has seen a great growth during his superintendency in school population as well as a great progress in the educational program. Perhaps the biggest piece of educational work of some years was the making of the last Teacher's Handbook for Elementary Schools of Albuquerque. This was a co-operative piece of work done under the immediate hand of Miss Erna Schroeder, elementary supervisor. One hundred and fourteen teachers, principals and supervisors took part in working out a basic program for the first six grades in Albuquerque.

The Handbook presents the philosophy that is to be behind the school program. "Centers of Interest" in each division give an integrated core curriculum. Units of work are developed out of the core curriculum. Criteria to be used in judging units of work and a sample unit are included in the Handbook. Definite objectives are given as related to core subjects such as Language, Spelling, Writing, Elementary Science, Health Education, Safety Education, Mathematics, Music, and Art.

Western School News

Edited by MORRIS WAGNER

California Representatives at Honolulu Conference

The Pacific Regional Conference of the New Education Fellowship was held June 18 to 24 in Honolulu. Two educators from California were guest speakers at the Conference, Mrs. Lorraine Sherer, Director of Curriculum of Los Angeles County Schools, and Dr. Paul R. Hanna, Professor of Education of Stanford University. There were thirty-five official delegates from the American section of the N. E. F.

The conference theme selected was "Education for Democracy in a World of Conflict." In addition to Mrs. Sherer and Dr. Hanna, the American speakers included Mr. Lewis Mumford (author and lecturer), Dr. W. Carson Ryan (President of the Progressive Education Association), Dr. H. Gordon Hullfish (Ohio State University), Mrs. Sidonie Gruenburg (Child Study Association of America), Miss Marion Carswell (Winnetka Public Schools). Delegates and speakers from Canada, United States, Mexico, Hawaii, Samoa, Guam, Japan, China, Australia, New Zealand, and other Pacific countries made up a registration of 1000.

This conference was a regional meeting of the international educational organization, the New Education Fellowship, which is a world-wide association of men and women whose whole energies are directed toward fitting children to take their place as integrated members of a world community. The association was started in 1916 amidst a "welter of aggressive nationalism and war," in the words of Beatrice Ensor, editor of *New Era*.

Most of the eminent educators of the world are members. The association has held a World Conference biennially since 1921. Conferences have been held, among other places, at Calais, Montreux, Heidelberg, Locarno, Elsinore, Nice. Some of the countries represented are England, South Africa, Canada, Finland, Denmark, Austria, China, Japan, Russia.

The Progressive Education Association of the United States constitutes the Amercian Section of the international organization.

The delegates attending this Pacific Conference in Hawaii recommended that the next world conference be held in the United States in 1940. There is some possibility that the Pacific Coast may be selected for this meeting which will be attended by delegates from some forty nations. Dr. W. Carson Ryan, President of the Progressive Education Association, visited Stanford University on his return trip from Hawaii to investigate the facilities of the Stanford campus for housing the 1940 world conference.

Gregg Company Loses a Member

In the death of Elizabeth C. Adams, on July 4 of this summer, the Gregg Company lost one of its most distinguished members. Miss Adams died in San Francisco after an illness of some eight months.

Elizabeth C. Adams

A native of Massachusetts, Miss Adams came to California in 1912. She had had already interesting experiences in the teaching field. A young graduate from Wellesley, she was supervisor of teacher training in the Massachusetts Normal School and later in the New York Normal School at Albany. Here she had among her pupils two sons of the governor of New York, Theodore Jr., and Kermit Roosevelt. Later she taught in the Bancroft Boys School at Worcester, Massachusetts. Among her pupils in this school were two who were to determine the course of her future life.

While she was at Columbia getting a master's degree, she was recommended by Henry Suzzallo for a position in the newly established Potter School for Boys in San Francisco. Miss Adams arrived in San Francisco a stranger, but fortified by a letter of introduction, given her by the mother of two of her Bancroft pupils. The letter was to a sister living in San Francisco, Mrs. Frances Raymond, West Coast manager of the Gregg Company.

The two women became fast friends, and within the year established a home together, a home which later included Mrs. Raymond's daughter and granddaughter and Miss Adams' mother.

For some time Miss Adams continued to teach in the Potter School. Gradually, however, Mrs. Raymond began to draw upon the brilliant gifts of this versatile teacher for the Gregg Company. Miss Adams' first service was the adaptation into French of some of the Gregg publications.

During the war she gave freely of her time to teach classes of enlisted men in business subjects. In 1919 she entered the Gregg Publishing Company as Educational Director and Assistant Manager for the West Coast and Orient branch of the firm.

During the eighteen years of her work with this company she has visited all types of secondary schools, colleges and universities for lectures and conferences and as advisor in business education methods. She has written and published a number of text-books in this field. Her loss is felt keenly by the firm she served so brilliantly.

Shortly after coming into the firm Miss Adams purchased a cottage on Mt. Tamalpais. Through the years this retreat has grown in beauty and has been a week-end center of a hospitality that will be remembered with delight by the scores of friends who have shared it.

Miss Adams belonged to a famous old Nantucket family, whose roots go deep into the life of that romantic haven of the great sea traders. Her California home was enriched by treasures of art and craft, heirlooms from ancestral booty of the sea.

Her family clan is still strong in the old New England cities. During the early days of her last illness, relatives begged her to "come home" to be among her kinsmen and friends of early days. But her heart was given wholly to California, the home of her adoption. She would not leave. So from her loved city by the Golden Gate she set out on the last long voyage toward the sunset, and from the mountain top above her home her ashes were given to the western winds.

She is mourned and missed by a great circle of friends, not only for her splendid professional gifts but even more for her valiant gaiety and generous good fellowship.

A new Elementary School Building is in the process of construction at Claremont.

The present primary unit, consisting of kindergarten and three classrooms, will be renovated. The older unit, serving grades above second, has been razed, and a new unit replacing it is promised for use before January.

This new unit includes in its plan a much beloved clump of old sycamore trees, which are to serve as a natural stage setting and back-drop to a patio auditorium along the sides and south end of which will be the seven class rooms. On the south front will be the administration unit, nurses' offices and library.

An outside terrace connecting with each room provides for unit activity work. Definite arrangements are being made for several types of visual education in each room. Special attention is being given to right lighting and heating. The whole building is planned in such a way that needed additions can be made as enrollment increases.

* * * * *

O. H. Olson, principal of the Roosevelt school in Burlingame for the last nine years, has accepted a position in Menlo Park as District Superintendent and principal of the Central School. Mr. Olson is a member of the State Council of the C.T.A. and a past president of the San Mateo County Teachers Association. He was formerly president of the Bay Section of the Elementary School Principals Association. Before accepting the principalship of the Roosevelt school Mr. Olson was principal of the Half Moon Bay Elementary School, and prior to that, had taught in Redwood City. He received his A.B. from the University of California, and his A.M. from Stanford.

* * * * *

Miss Edith E. Redit, who has been a supervisor in Imperial County for four years, is to go this fall to the San Diego State College as Associate Professor of Education and Supervisor in the Training School for the primary grades.

Miss Redit, a native of Los Angeles, received her elementary and high school education in that county and her first credentials from U.C.L.A. Among the teaching positions that she held before taking her position as supervisor in Imperial County were four years in Covina and four years in Alhambra, with time off for work at Berkeley to obtain her Master's degree in education. For the past two years Miss Redit has been on the staff of the University Demonstration School at Berkeley.

* * * * *

Gretchen Wulfing has accepted the position of Elementary School Supervisor in Redlands. Miss Wulfing has had an extensive supervisory experience in California, having served for a number of years as Rural Supervisor in San Benito County, for two years as Rural Supervisor in Placer County, for one year as General Elementary School Supervisor in Chico, and for the past three years as Supervisor of Reading in the San Jose city schools.

* * * * *

Miss Barbara Borden has gone from Supervisor of Music in Tulare County to the position of Supervisor of Music in Imperial County.

Miss Nora F. Reid has been added as Psychologist to the staff of the Santa Ana city schools.

Dr. E. E. Oertel has accepted the position of Superintendent of Schools at Hemet to succeed Mr. Paul G. Ward who has retired.

Mr. Floyd Tarr is Director of the Department of Attendance and Child Welfare in the Sacramento city schools. Mr. Tarr was previously Supervisor of Physical Education and Attendance in the Butte County schools.

Miss Mildred S. Henderson has joined the staff of the San Diego school district as Supervisor of Home Economics and Director of Cafeterias.

Miss Ida Olin, General Supervisor, San Joaquin County, has resigned to accept the position with the Oakland City School Department in the Division of Individual Guidance.

Dr. S. I. Hale has resigned at Atascadero and will be in Oceanside, San Diego County, this year.

Mr. C. C. Carpenter, who has been at Paso Robles, will go to Downey, Los Angeles County, this year. Mr. Frank F. Otto, who has been District Superintendent at Downey, will take Mr. Carpenter's place.

Mr. Roy V. Gilstrap will be High School Principal at Atascadero. He was previously at Templeton.

In the San Luis Obispo city schools Mrs. Dorothy Francis has been added to the staff as School Psychologist, and Mrs. Jane Z. Moore as Speech Correction Director.

Miss Marian Hilts has joined the Santa Cruz City School System as Supervisor of Health.

Miss Sarah B. Lyance will be in charge of Child Welfare and Attendance in the Siskiyou County schools.

Edward Roberts has been appointed District Superintendent of Weed, Siskiyou County.

Harold Gregg is in charge of Art and Visual Education in the Sonoma County Office.

Mr. Marion McCart has been made District Superintendent of Schools at Yuba City.

Reid B. Bullock has been appointed to the position of Supervisor of Child Welfare and Attendance for the city of Visalia.

Mr. M. E. Mushlitz has been added to the staff of the county superintendent's office in Ventura County as Director of Secondary Curriculum.

* * * * *

The annual conference on the Direction and Improvement of Instruction and on Child Welfare, held in conjunction with the annual meeting of the California School Supervisors' Association, will meet at the Biltmore Hotel, Los Angeles, on October 2nd to 5th, 1938. A cordial invitation to participate in the sessions of the conference is extended to all city, county and district superintendents, supervisors and directors of instruction, curriculum and child welfare, supervising principals, members of the faculties of teacher training institutions, boards of education, parent-teacher associations, and laymen interested in educational problems.

The program will include discussions of: the preparation of teachers for early childhood education, later childhood education, and for the education of adolescents; criteria for judging the effectiveness of teaching; the relation of community to school; experiences related to social living in early childhood, later childhood, and adolescence; problems of health and physical welfare; mental health; curriculum building; environmental conditions conducive to effective learning; problems of child welfare with special emphasis on child labor; the education of exceptional children.

Miss Beatrice McConnell, Director of the Industrial Division, Children's Bureau, United States Department of Labor will participate in the programs, discussing the administration of child labor which has been assigned to the Children's Bureau.

PUBLIC LIBRARY
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Field Notes from the Book Companies

School administrators will find a number of changes and additions among the bookmen this year. Early in November "Jimmy" Tuttle's friends are going to miss his genial smile. He leaves Northern California about that time to take charge of the promotion of Ginn and Company's books in Arizona and to assist in the growing work in Southern California. Mr. Tuttle has been with Ginn and Company since 1921. His work has taken him throughout the various territories north of the Tehachapi and to the Hawaiian Islands.

Another bookman to leave Northern California is Edgar Wilson of D. C. Heath and Company. Mr. Wilson has been with Heath since 1926. His territory has been the Sacramento and San Joaquin Valleys and the coast region with the exception of the Bay counties. He goes to Southern California to assist Mr. Harvey in that territory. He will, however, continue to promote D. C. Heath and Company's books in the San Joaquin Valley in addition to his new work in Southern California.

Perry Martin who was with Laidlaw Brothers for four years is now with Milton Bradley. This comes about through the sale last spring of the Talens School Products Inc. owned by Laidlaw Brothers to Milton Bradley. Mr. Martin with the exception of a brief period in the book field traveled for Laidlaw Brothers in connection with the Talens products. In traveling for Milton Bradley his territory includes the East Bay area and the San Joaquin Valley as far as the southern boundary of Tulare County.

Among the new men to come into the book field this last year was Mr. Walter N. Gibson with D. C. Heath and Company. When Mr. Babcock was promoted to be western manager of the company. Mr. Gibson took over the Bay Region and Central California territory. He is a graduate of the University of California and was teaching social studies in the high school at Mountain View at the time of his initiation into the book business.

Lyle J. Ashcraft, has recently become a member of the D. C. Heath staff. Mr. Ashcraft was principal of the Linnton Elementary School in Portland, Oregon and will continue to make his home there. His territory will include Northern California as well as Oregon.

Silver Burdett Company has increased its staff this year by the addition of Samuel C. Curtright. Mr. Curtright will represent the Silver Burdett Company in Northern California and in Oregon and Washington. Mr. Curtright had been in the book field before coming to California, acting as publisher's representative in the states of Missouri and Iowa. His teaching experience includes high school teaching in Missouri for two years and a superintendency at Purdin, Linn County, Missouri, for two years. He has a degree from the Missouri State Teachers College and an additional year's graduate work at Teachers College, Columbia University.

The Gregg Publishing Company is celebrating this year its Golden Jubilee. It is just fifty years since John Robert Gregg published in pamphlet form the system of shorthand which bears his name. Today the Gregg Shorthand System is taught in 99 per cent of the high schools in the United States. The Golden Jubilee will be celebrated in various centers of England, the United States and Canada.

Music at the Summer Sessions

This past summer was notable for the series of concerts given as part of the summer session activities at the University of California, Stanford, and Mills College. Rarely has the Bay Region had the opportunity of hearing week after week such splendid programs of classical and contemporary music, performed by artists of such eminence as those who formed the quartets we have heard this summer.

At Stanford the Roth Quartet was brought to the campus through the support of the Friends of Music, a group of music lovers on the Stanford campus, in Palo Alto, and neighboring communities of the peninsula. In this group Elizabeth Sprague Coolidge was outstanding for the generous help and enthusiasm that she contributed to make the programs possible.

The student body and the public, however, made such a substantial response to the opportunity offered that a return of the Roth quartet is assured for 1939. During the summer members of the group taught at Stanford. The season was closed by an open air moonlight concert, in the court of the Union. Pupils of the distinguished visiting artists united with their teachers in a program that will remain as one of the most delightful experiences of the summer.

Visiting lecturers enriched the Stanford music program for the summer. Carlton Sprague Smith, from the New York Public Library, lectured on Music and American Culture, and Alfred Frankenstein discussed the music of the Roth programs in preparation for their enjoyment. Marian Flagg of Columbia University conducted a choral class that was enthusiastically attended.

At Mills College the Pro Arte Quartet of Brussels gave a notable series of twelve concerts, six of them devoted to the work of Beethoven. Marcel Maas, the distinguished Belgian pianist, contributed a series of eight recitals also devoted to Beethoven, Marcel Grandjany, harpist, from the Paris Conservatoire, gave a harp recital. All of these artists taught at Mills during the summer session.

At Berkeley, for the sixth consecutive year a gift to the University from the Elizabeth Sprague Coolidge Foundation in the Library of Congress made possible a series of concerts by a noted chamber music ensemble. The world-famous Kolisch quartet of Vienna was enthusiastically acclaimed by an overflow crowd at each of its weekly programs of selections from the work of Bartok and Schubert.

Campus audiences had the opportunity, also, to enjoy a series of three recitals given by Dr. George S. McManus of the New England Conservatory of Music. Dr. McManus played compositions of Beethoven, Brahms, Ballantine, Chopin, Bach, Hindemith and Schuman.

The program of all of these groups of visiting musicians had at least one feature in common, beside their uniform accomplishments of artistic excellence. All divided their programs between the interpretation of the classics and of the work of twentieth century composers. The reaction of the public to the latter compositions seems to have been generally appreciative of the opportunity to hear modern music sympathetically interpreted, but relief when the program returned to the loved music of yesterday.

Certainly our neighboring "institutions of learning" made this summer a notable contribution toward closing the gap between formal courses of instruction and the enriching experiences of great art.

Library News Department

Edited by MABEL R. GILLIS, State Librarian

BUSINESS AND MUNICIPAL DEPARTMENT SACRAMENTO CITY LIBRARY

By DOROTHY DRAKE

Librarian in Charge of the Department

The Sacramento City Free Library opened its Business and Municipal Department in June, 1936. The reasons for establishing this new department were several. In the first place, it was felt that the service rendered by our very busy Reference Department was not, and could not be, of a type designed to meet the demands of business men and city officials. The needs of these two groups, we believed, justified the formation of a special collection of material, handled in such a way as to give it a maximum usefulness. Providentially, at the same time that this was realized, another set of circumstances provided the space for such a department. For some time it had been increasingly evident that the large room on the first floor, occupied by the Children's Department, was not being sufficiently utilized. Because of the Library's down-town location, traffic conditions made it rather inaccessible to many of Sacramento's children, and an increasingly large proportion of the work with boys and girls was being done through the branch libraries. The Children's Department, therefore, moved to a blocked-off corner of the fiction room on the second floor. A small but very workable collection is maintained there for those children and parents who find it more convenient to use the Main Library, and the department is still, of course, the administrative headquarters for the work with children throughout the Library system.

This left a large, easily accessible room on the first floor available for the projected Business and Municipal Department. The down-town location of the Library, which had proved such a disadvantage to the work with boys and girls, was a boon to this department. About two blocks from the center of town, the Library is directly across from the Federal Building and adjacent to both the City Hall and the County Courthouse, an eminently suitable location for a collection devoted to problems of business and city government.

Business Division

We decided that in the business division of the new department, we should concentrate on the following subjects: first, the various problems involved in the marketing and distribution of goods —market research, advertising, merchandising, and salesmanship. Included, too, is the material on statistical methods, real estate, taxation, and insurance. Investment information is to be found in the department, as well as material on money and banking, and finance. Books and pamphlets on office machines, commercial correspondence, office management, etc., form an important part of this collection. Not so obviously a part of a business library, but included for various reasons, is the material on social security and the related problems of health and unemployment insurance.

Collection of Directories

One of the Library's proudest possessions, even before the days of the Business and Municipal Department, was a large, up-to-date file of city directories from all parts of the United States. These directories, each thoroughly indexed to show the smaller towns included, bring the department a great deal of patronage. Other business and trade directories are also shelved in the department, as are numerous telephone books given us by our local telephone company.

Municipal Division

The material in the Municipal Division touches on such subjects as the general administration of city affairs, personnel, fire and police work, traffic management, public health, and recreation. Also within the scope of the Business and Municipal Department is the material on the City of Sacramento. Here we have assembled all books and pamphlets relating to the city and its history. A newspaper and magazine clipping file proves a valuable supplement to the material to be found in books. In this room, too, is an index to a Sacramento newspaper, the work of a recent W. P. A. project. Because of this index, and because it is more possible to supervise the manner in which they are handled, all bound newspapers must be consulted in this department.

Civil Service Division

Almost equivalent to a third division of the Business and Municipal Department is the section devoted to civil service examinations. We try to do all that we can to help applicants for civil service positions, and this means dispensing information on every subject from sanitary inspection to lion hunting. On our bulletin board are posted the notices of all State, Sacramento County, Sacramento City, and selected Federal examinations. For each examination in which there is a wide interest—usually those in the lower and medium salary ranges—we assemble all pertinent material to be found in the Library and place special restrictions on the amount any one patron may borrow and the time for which it may be kept. On the whole, the plan seems to be a fairly satisfactory solution of a rather difficult problem.

Scope of Collection

So much for the scope of the department. The collection is much what one would expect, consisting as it does of books, magazines, pamphlets, documents, and various commercial and financial services. Since our aim is to stress the recent and up-to-date material, considerable emphasis has been given to the purchase of services, periodicals and periodical indexes, and organization memberships. Our information file, containing clippings, pamphlets, and the Business Information Service issued by the United States Bureau of Foreign and Domestic Commerce, is one of our most convenient and most used sources of information.

As the Sacramento City Free Library is a government depository, it has a comparatively large collection of Federal documents. These are shelved in first floor stack rooms adjacent to the department. The duplication of certain of the more important indexes and catalogs makes the documents available to both the Business and Reference Departments.

Personnel of Department

The department is open regular lirary hours—from 9:00 a. m to 9:00 p. m every day except Sunday. It is staffed by the department head, and two part-time assistants who divide their time between the Reference and Business Departments. This interchange of personnel helps to keep each of the closely related departments fully aware of the developments in the others. The duties of the members of the Business and Municipal Department include all ordering and processing of new additions to the collection.

After the first burst of publicity co-

incident with our opening, we have depended to a large extent on monthly lists of new accessions to advertise our services. We issue two such bulletins. One lists municipal publications and is sent to city officials; the other contains items of interest to business men and women and is sent to those who have requested that their names be put on our mailing list.

Response to Service

On the whole, the growth of the Business Department has been most satisfactory. Circulation figures for the second year show a 40 per cent increase over the figures for the first year that the department was in operation. The number of questions asked, is, perhaps a truer index of the use of this type of collection. Over a corresponding period, there was approximately a 50 per cent increase in this phase of the department's activities. These figures are scarcely spectacular, but they seem to indicate a very real growth in the Library's newest department and newest service.

But entirely aside from statistics, there has been such an attitude of interest and good-will on the part of our patrons, that we cannot but feel encouraged. We believe that not only are we helping to meet the needs of the two groups which the department was designed to serve, but we are doing much to win friends and support for the Library.

NEWS NOTES

On August 30 the people of Calaveras County voted about two to one in favor of the establishment of a county library. On August 31 the Board of Supervisors passed the necessary resolution establishing the Calaveras County Library, the preliminary resolution of intention having been passed some months ago, and final action delayed in order to get an expression from the voters. Calaveras is the forty-eighth California county to provide county library service.

The Placer County Library, which has been in operation since January, 1937, is about to start service to schools. Twenty-six school districts have joined the county library, turning over a library fund of fifty dollars per teacher. There are 30 teachers in these districts and so the school service begins with a fund of $1500 for the first year. The fine spirit of co-operation existing between the school department of the county, represented by Mrs. Portia Moss, County Superintendent, and Mrs. Arta B. Flood, Rural Supervisor, and the County Librarian Mrs. Faye Russell, forms a splendid foundation for excellent service to the schools.

Clara Dills, San Mateo County Librarian, took her vacation attending a reunion of the Pratt Institute Library School graduates in Brooklyn honoring the retiring director of the school, and followed that event with attendance at the American Library Association meeting at Kansas City. Incidentally, while there, she was elected chairman of the County and Regional Section of the Association for which she will be responsible for the program at the meeting in San Francisco next year. In this she will have the assistance of Mrs. Elizabeth Singletary, Santa Clara County Librarian, who was elected Secretary.

Roxie Hall, who has just resigned from the Tehama County Library, is planning to spend the month of October in New York, after which she will return to California. Evalyn Peat, assistant in the Napa County Library, has been appointed to succeed Miss Hall in Tehama County.

Bertha Dubinski, librarian of Monterey Public Library, was married on September 20 to Thor Hellum. She will continue her library work.

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45 Second Street, San Francisco, California

California School Trustees

Edited by FLORENCE C. PORTER

REPORT FROM THE PRESIDENT

By G. L. Aynesworth

The year's work began under most auspicious circumstances. Much splendid pioneering work had been done by my predecessors. My immediate predecessor, John J. Allen, Jr. of Oakland, had accomplished a great deal in the way of cementing happy and cordial relationships with the educators of the state. It is almost needless to say that when our organization was formed it was viewed not only with alarm but with distinct suspicion and distrust by some groups in our society. It took no small amount of ingenuity and effort to dissipate this feeling. Perhaps it is not all gone. The task of finally relieving the atmosphere of the residue of that sentiment is still with us.

The year's work has been most pleasant and profitable. Many opportunities have been afforded your President to present the work of the California School Trustees Association. It is confidently believed that the prestige of our Association has not suffered by frank discussions of issues, even with those who disagree with us. It is believed that the educators of California today have a high regard for our Association and the work it is doing and that we may look forward to cooperative effort on the part of educators in carrying forward our program.

During the course of the year, your President was honored with an appointment to the committee having to do with the educational exhibit at the Golden Gate International Exposition, but because of the distance and the expense of attending committee meetings, our former President, John J. Allen, Jr., was asked to take the place of the President on the committee and he finally agreed to do so.

The many County Superintendents contacted during the course of the year have manifested a desire to work with our Association and many of them are doing a great deal of work tending to induce the Districts in their respective counties to join our Association. As time goes on more County Superintendents will give us added support and cooperation in the building of a state-wide and effective organization, which will be able to improve the administrative work of the Governing Boards.

The publications of our Association, to-wit, the annual report of our Conventions, the Code of Ethics, and the booklet containing the Code of Ethics, Uniform Rules and Regulations, and brief Digest of the California School Law, are doing fine service in bringing home to the Trustees a realization of the character and responsibility of their work. Our arrangement with the Western Journal of Education affords us an additional medium of contact with educators and trustees which is invaluable. These publications of ours must be improved and extended and some means must be developed by which we can get them into the hands of all the Trustees in California and into the hands of County Superintendents and District Superintendents throughout the state. The Digest of Laws should be kept up to date, expanded and re-arranged from time to time to make it more effective and more serviceable. It will have to be rewritten and re-arranged following each session of the legislature.

Executive Officers of the California School Trustees Association reelected to serve for the following year:

Mr. G. Levin Aynesworth
President
Helm Bldg., Fresno

Mr. George R. Wells
1st Vice-President
Box 596, Santa Ana

Mr. E. W. McDermott
2nd Vice-President
298 Railroad Ave., Pittsburgh

Mrs. I. E. Porter
Executive-Secretary
Professional Bldg., Bakersfield

Mr. John J. Allen, Jr.
Junior Past President
902 Syndicate Bldg., Oakland

NEW DIRECTORS

Mrs. Ellis Giacomazzi
Santa Paula

Mr. H. F. Harrold
Decoto

Mr. J. J. Tallman
Fort Bragg

Mr. R. E. Persson
Turlock

If any piece of work done by our Association has met with generally popular favor, it is the adoption of our Code of Ethics. It is doing more to create and develop a cordial relationship between Governing Board and teaching and administrative personnel than all of the rest of the work of our Association. If teacher, trustee and parent can see in the Code of Ethics its full meaning and implication, we shall have arrived at that stage where we can work cooperatively with that instrument as the constitutional basis of our mutual negotiations.

The work of our Secretary, of course, will be presented in detail by her, but we would be remiss in our obligation if we did not, at this time, take occasion to commend her for her untiring and efficient effort in behalf of our Association. Without her state-wide acquaintance and her ability to make proper and effective contacts, we could not make the success we are making. Her charming personality and good sense and consummate tact pave the way for many a happy advance of our work. Perhaps, after all is said and done, she is the recognized leader of our movement.

An expression of appreciation is due to each of our Directors and Committeemen for the cooperation they have given during the year.

The future of our work will depend upon the sanity and soundness of the judgment exercised in developing our contacts throughout the state, in educating the public to an understanding and appreciation of the progress of our Association. The task is a long one. It is almost like climbing Mt. Everest. It will require constant frontal attack and ceaseless endeavor to reach our ultimate goal. We must contact and recontact all classes and groups of society, in order to educate them to an understanding of the democratic implication of our work.

If our nation is to continue as a democracy, its school system must be run on a democratic basis. It must cultivate and perpetuate democratic principles of education. The School Board must remain the means of contact between the public and the educational forces of the country. Through the School Board the public must maintain its control of the schools. There is no natural line of con-

flict between the public, the School Board and the educational forces. There is ample opportunity and occasion for splendid cooperation and unity of work and objective. Only selfish motives and lack of proper understanding of these motives and objectives can interfere with the successful conduct of the public schools on a democratic basis.

We confidently expect the schools of tomorrow to be better than the schools of today, and we have a justifiable pride in desiring to have a part in that improvement which we so earnestly anticipate and look forward to.

ANNUAL CONVENTION

The Eighth Annual Convention of the C. S. T. A. closed its sessions at the Biltmore Hotel on Monday evening, September 5th. Several hundred delegates were present during the three-day conference, in spite of the fact that convention dates included the two last holidays of the summer months. The gathering was representative of more than thirty counties in the state, delegates including school administrators as well as members of governing boards.

One general session was planned as an innovation, and included speakers from several widely recognized commercial groups as well as educators. An effort was made to acquaint the audience with recent developments in certain fields, scientific as well as commercial, and to show the possible use of modern equipment and facilities. This program was presented because of the recognized need of long-term school house planning, and the desirablility of modernizing outmoded school buildings.

Topics under discussion included the following groups, and were ably handled by the various speakers.

"Proper Schoolhouse Planning"—
Dr. Chas. Bursch, Chief of Division of Schoolhouse Planning.

"Education and the Science of Seeing"—
Mr. Frank A. Hansen, Director Western Institute of Light and Vision.

"Proper Seating as an Aid to Posture"—
Mr. R. H. Zimmermann, American Seating Company.

"Visual Aids in Classroom Work"—
Miss Mary Clint Irion, Visual Education Dept., L. A. County Schools.

"Distribution of Visual Aids"—
Mr. Boyd Rakestraw, University of California.

"Modern Facilities in Rural Schools"
Mr. W. H. Kelly, Deputy Supt. of Kern County Schools.

"Improving Education"—
Mr. E. J. Hummell, Supt. of Schools Beverly Hills.

"The Use of Radio in Classroom Work"—
Mr. K. M. Montgomery, Prin. Susan Dorsey High School, Los Angeles.

Mr. John J. Allen, Jr., Junior Past President, in closing the afternoon session, paid tribute to Mr. F. J. Mueller, former member of the Board of Directors and President of the Corona Board of Education, who died recently at his home after a brief illness. The session stood adjourned in honor of Mr. Mueller.

Recreational Features included the Annual Dinner which was served at the Woman's Athletic Club Saturday evening, after which Mr. George Bush, Superintendent of Schools at South Pasadena, and Mrs. Bush showed motion pictures in color of their recent interesting trip through the South Seas and Australia. Mr. and Mrs. Stanley Kurtz of Buena Park presented musical numbers which were greatly enjoyed. Through the courtesy of the Los Angeles Board of Education sightseeing trips were arranged for Sunday afternoon.

Motor Driving in Secondary Schools: At the Convention last year a recommendation was made that programs in California High Schools be amended to include some form of instruction in the handling of motor vehicles. As a recent state-wide survey showed various types of instruction being given with variable success, a panel discussion was arranged to give as broad a view as possible of the present situation. The Berkeley Board of Education has sponsored during the past year an intensive course which included the use of a dual-control car in class work. The results of this experiment were described by Dr. Virgil E. Dickson, Superintendent, who also discussed the financial aspects of the venture and the probable effect upon the students so instructed. An entirely different program has been in vogue at the Riverside schools, which was outlined by Superintendent Ira C. Landis. Kern County Union High School, while not including the use of a dual-control car, has gone farther than other schools in working out cooperative plans with the Traffic Division, and handles large numbers of students each semester in this particular activity. Mr. Harry W. Drennen of the Bakersfield faculty, was present and gave a concise description of this program. As a result of this discussion, which also included other speakers, a recommendation will be made by this Association that a uniform program be developed, taking into consideration the findings of the various types of experimental programs which have been in effect during the past years, and recognizing the advisability of making such a program sufficiently elastic to meet the needs of different sizes of schools. It is also suggested that any recommendation shall include especial emphasis on the three C's, Caution, Cooperation and Courtesy, as it is a recognized fact that a large majority of accidents may be charged to infractions of these rules.

Legislative Program: During the last afternoon of the conference a Legislative Program was adopted and Resolutions passed which are quoted elsewhere in this magazine. The city of Oakland was chosen for the 1939 Convention, to be held during the month of September.

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Trustee Institutes: County Superintendents who may be planning to hold Fall Institutes for their Trustees, are requested to advise Mrs. Porter of the chosen dates, and to make any arrangements for speakers from this Association as soon as possible.

* * * * *

Western Safety Conference: Mrs. Florence Porter has been invited to participate in the annual Conference of the Western Safety Commission at the Ambassador Hotel during September. She will present recommendations for safety instruction in secondary schools as outlined in the recent C.S.T.A. conference.

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Dr. C. W. Pierce, Director of this Association, and member of the Los Angeles Board of Education, is planning to attend the National Convention of the Public School Business Officials Association to be held in Chicago in October.

* * * * *

At the June election several hundred new trustees were elected to serve for the coming term. An effort has been made to contact each of these new trustees, and to place in their hands a copy of the "Rules & Regulations" Bulletin issued by this Association. Additional copies

may be had upon request of the Secretary.

* * * * *

County Unit Chairmen: During the past months there have been several new County Units of school trustees organized, and new officers have been selected in other units. The Executive Secretary would appreciate it if each County Chairman would send in the names of county officers to her office at Bakersfield, before the first of October if possible.

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Fiscal Year: Attention is again called to the fact that the California School Trustees Association operates on a fiscal year basis, beginning October 1st of each year, and ending September 30th. This should be borne in mind when statements for dues are received, as it is essential that dues be in before the first of January.

* * * * *

Summer Sessions: During the Summer Sessions at State Colleges, and the University of California and Stanford University, speakers from this Association appeared as speakers on various Assembly programs. Recognizing the lack of understanding of the duties which are the legal burden of governing boards, an effort was made to present these activities in a general discussion of Association services, so that teachers may know more of the real function of governing boards.

RESOLUTIONS

TO THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

In Convention Assembled

(Sept. 3-5, 1938)

Your Committee on Resolutions submits for your consideration and action, the following report:

Your Committee is of the unanimous opinion that to be effective, the objectives of the association should be few, so that our efforts may be centered on their accomplishment.

Your Committee presents for your consideration the following resolutions:

Resolution No. I

WHEREAS, the present tax structure of California is producing adequate income for the support of our public schools, and

WHEREAS, there will appear on the November Ballot, a measure which would repeal the State Sales Tax, the major source of our State Revenue and

WHEREAS, this measure would substitute for the Sales Tax, a single tax upon land only, and

WHEREAS, this single tax upon land only has proven impractical and will fail to produce adequate continuing revenue to meet the new needs of the schools,

NOW THEREFORE, Be It Resolved that the California School Trustees Association does hereby place itself on record as approving the Sales Tax as an equitable and adequate tax and as opposing its repeal, and

BE IT FURTHER RESOLVED, that the members of this organization be urged to use their influence to oppose the aforementioned proposition, which will probably be known as proposition No. 20 on the ballot, November 8, 1938.

The proposal to repeal the present sales tax and substitute the single tax, presents no assurance that it will provide any better School Tax Revenues than are provided under the present tax set-up. On the other hand it presents many uncertainties and grave dangers to our school revenues. Under the present tax set-up, corporations and individuals holding large areas of land, as well as the small land owner and the home owner, pay an equitable share of the tax. The single tax would only invite a tax strike by these groups and probably would disrupt and stop the flow of tax revenues until the legal questions involved could be determined by the United States Supreme Court.

Resolution No. II

WHEREAS, the maintenance of sound public credit is an essential element of good government, and

WHEREAS, construction and equipment of school buildings must largely be financed with obligations secured by pledge of public credits, to-wit: School Bonds, and

WHEREAS, the Revenue Bond Act of 1937 contains many provisions contrary to sound Governmental procedure, and would jeopardize the only source of credit available to public schools and other non-revenue public institutions:

NOW THEREFORE, BE IT RESOLVED that the California State School Trustees Association disapprove the Revenue Bond Act of 1937; and

BE IT FURTHER RESOLVED, that this Association cooperate with other organizations to effect the repeal of the Bond Revenue Act of 1937 by voting against it on the referendum on the November 8, 1938, ballot.

The Revenue Bond Act of 1937, extends the bonding power to the point where the bond market would be jeopardized and probably be ruined. The power to vote bonds is, unless carefully limited, the power to confiscate and destroy.

Bonds which cannot be marketed except at great discount, invite financial disaster and bankruptcy.

In the present political situation in California, only one-third, approximately, of the electorate possesses any property upon which taxes may be levied and certainly collected. A law which would invite or even permit these owning no taxable property to place bond liens against property owned by the balance of the electorate, without the consent of at least a considerable portion of such property owners, would afford the opportunity for the expropriation and confiscation of all taxable property. Experimentation may be all right, but the "try anything once" slogan should not be applied to suicidal experiments, because the subject seldom lives to profit by the experiment.

Resolution No. IV

WHEREAS, propaganda is now being put out to popularize and to secure legislative enactment authorizing grades room teachers to hold their own teachers conventions under their own absolute control which would supplant teachers institutes as now provided under the law, making the expense of the conventions payable out of the State School Funds and;

WHEREAS, this would take all supervision and control and direction of teachers institutes away from the State and County School authorities; abolish teachers institutes and the only connection the state would have with the matter would be the payment of the bill when presented.

THEREFORE, BE IT RESOLVED, that this convention of California School Trustees go on record as opposing the repeal or amendment of the State law as it now exists, with respect to the supervision and control of teachers institutes.

Resolution No. V

WHEREAS, propaganda is being actively assimilated with a view to establishing a teachers Division of the State Employment Bureau and requiring School Boards to report on vacancies to such bureau aud;

WHEREAS, said plan would open the door for the arbitrary assignment of teachers to positions throughout the State without the consent or approval of local boards and without consideration of the personal fitness of the teacher to the community or the group where such teacher is to be employed, robbing local boards of the right of selecting local superintendents and Administrative Officers of the right to select the teaching personnel for their schools.

THEREFORE, BE IT RESOLVED, that the California School Trustees Association go on record as vigorously opposed to any such scheme or plan;

BE IT FURTHER RESOLVED, that its legislative Committee be directed to guard carefully against the passage of any legislation seeking to accomplish the establishment of Teachers Hiring Halls or any other plan of employment which could have the effect of taking from local school boards and superintendents the right of selecting teaching personnel.

Resolution No. VI

WHEREAS, many school districts of our state that have borrowed money under terms of the Greene Bill in 1933-1934 for the purpose of reconstructing earthquake damaged buildings are now about to make a concerted appeal to the Federal Government for financial assistance in the form of a grant equal to 45 per cent of the building costs involved or such other financial assistance as may be obtained, and

WHEREAS, These school districts met with unequal consideration in comparison to many other districts in the matter of Federal grants because these districts could not furnish the sponsor's share of the building costs as required and were therefore denied grants while the richer districts that could furnish the sponsor's contribution received Federal grants in many instances, and

WHEREAS, Great need for financial assistance now exists in each of these districts since it becomes increasingly difficult for them to keep up with the rapid growth of the districts and at the same time raise enough money each year necessary to pay the principal and interest on a large emergency loan,

NOW THEREFORE, BE IT RESOLVED, that this state association in convention assembled does hereby urge the Government of the United States to relieve these distressed school districts that were compelled by the disaster to reconstruct many school buildings by making a 45 per cent grant or other material aid which may be made possible.

Resolution No. VII

WHEREAS, many small California School Districts are financially unable to provide adequate school housing,

THEREFORE BE IT RESOLVED, that we pledge our support to the passage of such legislation as will meet this problem in accordance with the needs of such districts based upon sound school financing and the accepted practice in such matters.

Resolution No. VIII

WHEREAS, through the untiring efforts of those charged with the responsibility, this convention has been an outstanding success from every standpoint,

THEREFORE BE IT RESOLVED, that we extend to all those who have contributed of their time and talents to the success of this convention and especially to President Aynsworth and Executive Secretary, Mrs. Porter, to Mr. A. R. Clifton, County Superintendent, to those speakers who have contributed so generously to our program not forgetting the hospitality of the Los Angeles City Board of Education and the Biltmore Hotel for their hospitality and cooperation, our sincere thanks and appreciation.

With high appreciation for the suggestion of matters to this committee, We submit the foregoing report.

Respectfully submitted,
MRS. MARSA E. VOORHIES
C. D. SPRINGER
FRED W. HEATH, Chairman.

RECENT SUPREME COURT DECISION

In the Case of Bellman, a minor, vs. San Francisco High School District, 96 Cal. Decisions, 139 (July 26, 1938), the Supreme Court reaffirmed its former decision in the case, sustaining the trial court's action giving to the plaintiff damages for injuries sustained in a physical education class in a San Francisco High School.

The effect of the decision is to make precarious the continuation in our high schools certain features of physical education work such as tumbling, trapeze, stunts and other physical activities which are dangerous unless executed with much skill. Many school boards are directing that the physical education departments eliminate all hazardous features of the physical education program. To what extent it will be necessary to limit football, basketball or baseball has not been determined. It is obvious, however, that with that decision as the law, insurance rates will sky-rocket and make it inadvisable to continue physical education programs along the lines heretofore directed.

Good, however, comes out of every evil. A good physical education program does not necessarily require any form of exercise except that which will be of value in after life. Much of the physical education work engaged in appeals to the exuberance of youth, but has no practical value in subsequent life. Perhaps the decision will require us to take a saner view of the work to be done along physical education lines. If so, the decision has not been without its value.

There are many educators who have at all times advocated only such physical education work as shall tend to build constructively for the future health and physical well-being of the children. Physical exercises which can be carried on in subsequent life are far more important as permanent features than those physical exercises which can be engaged in only by agile youth.

Fixing of Salary of Permanent Employee of School District

Where the governing board of a school district offered a permanent employee of the district serving as a teaching principal a certain annual salary, which offer was rejected by the employer, the governing board of the district was not precluded from offering such employee a higher annual salary. No contractual relationship existed at the time between the board and the employee, and opinion No. 9877 of the Attorney General, holding the salary of an employee could not be increased during the period of a contractual relationship, is not applicable. (A.G.O. NS1135, August 6, 1938).

Liability of School District Property for Reclamation District Assessments

The property of school districts is exempt, under section 1 of Article XIII of the California Constitution and Political Code section 3456c, from assessments levied for reclamation districts formed under the provisions of Political Code sections 3446 et seq. (A.G.O. NS 1123, July 30, 1938).

A Unit on China

MARY LINDSEY, Teacher
GLADYS POTTER, Principal

The following unit was developed by a group of children of an average age of eleven at the University of California Elementary Demonstration School during the recent summer session. Miss Mary Lindsey is Principal of the Wonderland Avenue School, Los Angeles. She had visited China in the summer of 1937, mingling with Chinese people, taking photographs, and studying the Chinese way of life in general.

Certain topics were anticipated by the teacher as those which would naturally form the nucleus of any study of the lives and culture of the Chinese. But the sequence and inter-mixture of these topics in the development of the unit had to be determined by the interests and needs of the children. While the plans of the teacher were sufficiently flexible to permit this plan of development, it was necessary for her to exercise a careful guidance which would ensure a well-rounded study of the Chinese. It was her responsibility to provide plentiful opportunity for the introduction of topics which did not arise incidentally as the unit progressed.

The teacher's first consideration was to provide a stimulating atmosphere which would induce a number of activities leading to an understanding of Chinese life, culture, and contributions to modern life. For the first day of class, therefore, an environment was arranged which reflected the life of China. Chinese pottery and porcelains, pictures of porcelain making and of Chinese designs, a plaster of Paris dish mold, a potter's wheel, decorative screens, and a variety of books and magazines were part of the room display.

The children were given a brief exploration period in which they became acquainted with one another and with their surroundings, talking naturally about the things which were of special interest to them. The children's curiosity was further aroused when the teacher read a story of the origin of porcelain in China, "Pies of the Princess." In the discussion that followed the teacher invited mention of other contributions from China besides porcelain. It developed that the children had heard, at least, of the origin of several other things such as silk, paper, printing, the compass, and gunpowder. These were listed for future investigation.

The story of the origin of porcelain led the children to a natural interest in further investigation of the dish mold, pictures and porcelains. The children asked many questions, about the difference between hand and mold pottery, how the mold was made, how the various pieces of pottery were made (by hand or mold), how color and design were applied, the significance of designs, where the dishes used in our own homes today are made, etc. The children responded readily to the teacher's suggestion that they make dishes of their own. Their interest made them eager to enter upon the research period of reading to find answers to questions that arose in the period of discussion. Following the research period teacher and pupils came together to share information gained, to outline information, and to plan the making of clay cores for molds. In addition to books containing needed information, the teacher provided mimeographed reading material on porcelain making and directions for making a dish mold. The children were told that later in their work they would have the privilege of visiting a ceramics factory.

Development of the Unit

The making of pottery by hand led to a discussion of the work of the craftsman in China in general: articles made, processes involved, and the life in the guilds. A comparison was made of guild life and factory life. The discussion of guild life led to a consideration of other phases of life in China: village farm life, the crops raised, methods used, tools employed, obstacles encountered; family life, its effect on social and political life; food; clothing, materials used and why, styles, study of cotton and silk; homes of the Chinese, materials used, style of architecture and reasons for it; gates, bridges, and walls in China; the geography of China, mountains, rivers, and valleys, and how they have conditioned the lives of the Chinese people; the history of the Chinese; recreation, the theater, festivals and ceremonies; literature and poetry, art and music in China; religion, pagodas and temples; China's problems and her relation with the world. Comparisons were made of corresponding phases of Chinese and American life.

Research and Skills

Some of the problems which arose in the course of the unit and which required research for their solution were:

Why are certain parts of China so crowded?

Why do so many people live all their lives on the water?

Why do the Chinese continue to ride in such old-fashioned methods?

Why do the people of Southern China eat so much more rice than those of Northern China?

Why was the great wall built?

Why don't we raise silk worms in America?

Why are there so few animals in China?

Why don't the Chinese use machinery to do their work in place of doing it by hand?

Why are there so many famines in China?

Why don't the people use wool in place of so many coats of cotton?

Why have there always been so many wars in China?

Why has China been so slow in changing her methods of living?

Finding the answers to such questions as these provided drill in both reading and language skills. The children had constant practice in the use of bibliographies, tables of content, indices, the dictionary, and all kinds of reference material. They learned to verify hypotheses in problem solving, to select main points in an article, to take notes from reading, to skim for direct answers to specific questions, to organize facts in outline form, and to summarize. Each child acquired the habit of sharing information he had found with the whole group. Learning the correct procedure in the making of dish molds and block prints afforded much opportunity for discussion, for cooperative work and for the sharing of experience.

Research work involved, not only reading a variety of books and magazines, but studying maps, pictures, charts and graphs; examining exhibits and Chinese objects; talking to people who had needed information; looking at moving pictures, still films, and slides; going on excursions to gain first-hand information, clarifying ideas by construction

work and performing various experiments.

Practice was provided, too, in writing and giving reports, in writing letters, in learning to spell needed words, in improving sentence structure and paragraphing. Each occasion for such practice arose naturally as an integral part of the unit: after a visit to a ceramics factory, for example, the children wrote a letter of thanks to the person who had made the trip possible. Much care was taken to use not only the proper form of heading, salutation, ending, etc., but the "specific" word and apt phrasing. The children read their letters aloud and the group offered constructive criticism. In this way the letters became genuine expressions of appreciation and of knowledge gained from the excursion.

Excursions

When the work of making pottery was well under way, the children visited a Berkeley pottery factory to compare their own work with actual commercial processes. They learned more about the difference between hand and mold pottery, color and design. They returned to their own work, eager to apply what they had learned and to produce, as nearly as they could, pottery equal to that which they had seen made in the commercial factory.

In a trip to San Francisco's Chinatown, the children visited the Chinese shops, saw a play in a Chinese theater—thus gaining more background for a play which they hoped themselves to produce—and visited steamship docks to see cargo coming from and going to the Orient.

Creative and Construction Experiences

In the earlier stages of the unit the children made exhibits of silk and cotton, painted pictures depicting various phases of Chinese life, and wrote letters and reports. They made rhythmic interpretations of such subjects as: harvesting rice, grinding grain, and water buffaloes wading through muddy fields. Later in the unit they were able to design and make block prints and to carve Chinese figures from wood. All of the children learned Chinese songs, with their quaint, gently humorous, "little picture" quality, and one of the girls was inspired to compose a song based on the Chinese five-tone scale.

The primary construction experience was the building of a Chinese hut. The children felt that it would be easy to build and that it would be typical of a Chinese farming community. They made careful plans before they went to work, deciding that classroom space would permit the building of a hut ten feet long, six feet wide, and seven feet high, and estimating lumber needed. The class was divided into groups, and definite work assigned to each. Four boys put up the frame and three were responsible for the walls. Others looked after roofing material. The girls helped in the sewing of rice sacks that were used for the walls. For furnishing the children used two wooden benches and a narrow table.

Other construction activities were the building of a sedan chair, and a wheelbarrow, and the making of coolie coats and Chinese hats. All of these construction activities provided occasions for the practice of arithmetical processes. There was practice in measurement in erecting the frame of the hut, in making doors, windows, the wheel-barrow and the sedan chair. Amount and cost of materials had to be estimated for the building projects as well as for the making of Chinese costumes.

The Culminative Experience

Early in the development of the unit the children had undertaken to dramatize the story of Young Fu of the Upper Yantze. This first attempt was not satisfactory to the children because their reading background, and understanding of Chinese life, was not sufficient. It was their desire to have a play built around the life of Young Fu that made the children eager to read widely about farm, village and city life, family life and aesthetic interests of the Chinese people. Their dialogue was not to be memorized but spontaneous, growing naturally out of their reading and the various creative and construction experiences which they had had. The urge to dramatize became the motivating interest of all the children did. Because they had realized their lack of information and background they set about getting what they needed.

All of the construction experiences in which the children had participated—supplied the stage properties for their dramatization, a portrayal of Chinese family life. The play involved a meal in the hut with conversations about crops and family affairs. Then came preparations for a boat trip. The children used a table for a boat and a rice sack for a sail. The boat was pushed along with a bamboo pole. As they made the trip the children talked of the country they were passing through, the houses, people, crops, Chinese legends. At the end of the boat trip they found occasion to use the wheel-barrow and sedan chair for transportation. The imaginative response of the children in this play was all that could be desired. Perhaps even more impressive was their critical evaluation of their own efforts.

Outcomes of the Unit

Through participation in this series of experiences related to the life of China, the children gained, first of all, an understanding of why and how the Chinese live as they do, what their social development has been and what Chinese civilization has contributed to modern life. Comparison and contrast of Chinese culture with American led the children to a better understanding of their own. Out of the comparison of cultures grew the understanding that all peoples of the world are essentially alike in their needs and different only in the way in which they meet those needs as a result of environmental conditions. The interdependence of the world and the necessity for friendly relations among nations became more evident.

In addition to these broad general understandings the children gained certain technical information, and specific skills and abilities. They learned of the processes involved in changing raw materials into usable products and of the activities workers engage in to this end. They learned to attack problems, "to think through" them, and to make adequate decisions; the building of the hut, for example, involved the construction of a door with a rather intricate pulley system, a problem which was at first perplexing, but which the children finally solved. The solution of problems increased ability to gather pertinent material, organize data, and share findings; to participate in group discussions, make worthwhile contributions, listen courteously, evaluate information and reach conclusions.

The successful use of books as tools increased appreciation of them and respect for authenticity. The making of block-prints, Chinese costumes, and the painting of Chinese scenes increased sensitivity to form, color and design. The experience in dramatization increased capacity for imaginative response, and the power to evaluate individual effort. Throughout all their activities the children grew in their ability to work and play together harmoniously.

Summer Sessions in the Bay Region

UNIVERSITY OF CALIFORNIA

From July 11 to 22 the School Executives' Eighth Annual Conference was held under the auspices of the University of California Summer Session. The plan of the conference provided for a series of ten sessions from 9 a.m. to 12 noon and ten sessions from 1:30 p.m. to 3:30 p.m. in which the most important problems of school executives were presented and discussed by specially qualified instructors. This intensive two weeks' session was held in recognition of the fact that many superintendents and high school principals find it difficult to stay away from their duties for the full duration of regular summer sessions.

Lecturers included many members of the University of California faculty together with several visiting instructors and members of the State Department of Education. Visiting instructors who participated in the conference were: Michael Demiashkevich, Professor of Education, George Peabody College for Teachers; Eduard C. Lindeman, Professor of Social Philosophy, New York School of Social Work; Vernon Jones, Associate Professor of Educational Psychology, Clark University; Winifred E. Bain, Assistant Professor of Education, Teachers College, Columbia; Thomas C. Holy, Professor of Education in the Bureau of Education Research, Ohio State University, and Julia L. Hahn, Division Supervising Principal, Washington, D. C.

Members of the State Department of Education who took part in the conference were: Helen Heffernan, John C. Beswick, Hughes M. Blowers, Willis M. Kenealy, Ira W. Kibby, Mabel F. Gifford, and Ivan R. Waterman.

Problems discussed ranged all the way from basic educational philosophy to school housing. They included: problems of administration, supervision, personnel, guidance, and textbook evaluation. Recent findings were reported in the fields of reading, speech improvement and in vocational, adult, and business education. There was much discussion of the activity versus the subject-ordered curriculum.

Dr. F. W. Hart and Dr. L. H. Peterson, School of Education, University of California, were the directors of the Conference.

The Elementary Demonstration School, begun in the 1937 summer session of the University of California, was conducted again this summer with Dr. John A. Hockett as director, Helen Heffernan of the State Department of Education as associate director, and Gladys L. Potter as principal of the school. Serving again on the faculty of the Demonstration School were Edith Redit and Edna Evenson, who taught at the first session. Other members of the faculty were: Edna Pageler, Ethel A. Ahlport, Edna Evenson, Coree P. Josephson, Louise Asplund, Mary Lindsey, Edith Redit, Emily Rothlin, Vivian Borgman.

About 150 children were enrolled in the school. While many of the children came from "campus" families, they were by no means an entirely homogeneous group. Many of them were from out of the state, and they represented a variety of social groups. Most of the children, however, had come from the "typical public school" which still tends according to Dr. John A. Hockett to support the traditional chronological curriculum. The average number of observers attending the school daily was about 250. There was close cooperation between parents and teachers at the Demonstration School this season. P.T.A. meetings were held regularly. Most parents were enthusiastic about the newer, stream-lined methods of teaching, and gratified to see the evidences of growth in their children.

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One of the most controversial subjects of conversation among members of the University of California summer session was the proposed "20-80" plan of organization. Among the more earnest debaters "20-80" became as contentious a slogan as "54-40 or fight." The new system, planned to go into effect in the fall of 1939, would divide the student body into two groups, as a result of a series of entrance tests. Highly intelligent students—thought to include about twenty per cent of the entire student body—would be given the benefit of close association with the faculty, greater participation in laboratory work and in other forms of individual endeavor. The other eight per cent—assumed to be interested only in a general smattering of education—would attend lecture courses wholly, reading books and writing papers as always, but rarely having personal contacts with instructors or the chance for individual development.

Chief objections to the plan were summarized by Eduard Christian Lindeman, visiting instructor from the New York School of Social Work. In the first place, Mr. Lindeman thought, it would be "utterly impossible to make such a distinction" in the student body. It would not be safe to attempt such a division before the end of the sophomore year, and even then a variety of analytical tests would not be a sufficiently reliable means of grouping. But even with this difficulty removed Mr. Lindeman felt that the plan defeated the whole purpose of education today which, as he saw it, required more participation, more chance for individual growth, more personal contacts than ever before.

* * * * *

Mr. Lindeman, asked what most definite impressions he, as an Easterner, had received at the University, said that he was particularly struck by the fact that the general philosophic point of view on the campus was not pragmatic, as he would have expected in a "Dewey-minded" state, but that emphasis was still on metaphysics rather than on the social dynamics which Mr. Lindeman himself teaches. He found, for example, that the national labor movement, now accepted in the east as the inevitable order of things, was either ignored or opposed by a good many people enrolled at the University. On the other hand, he found that the current of Anti-Semitism which is strong in the east was scarcely noticeable in the west.

MILLS COLLEGE

The promise of a unique program of opportunity in the field of fine arts was generously fulfilled during the Mills Summer Session. Besides the concerts and instruction given by visiting musicians, a dance workshop, conducted by Lester Horton, a dance concert given by Bonnie Bird, a student of Martha Graham, and lectures on the dance by distinguished interpreters made a pro-

gram of valuable experience in this field of art. Leon Kroll, the New York painter, contributed a comprehensive exhibit of his work and headed the art staff of the summer session.

Dr. Lois Hayden Meek, vice president of the Progressive Education Association and Professor of Education at Columbia University, directed at Mills one of four "workshops" conducted this summer by the Progressive Education Association in various parts of the country.

The workshop consisted of a group of selected participants interested in the development of curriculum materials in their subject fields.

One hundred ten teachers attended the workshop. Of this number seventeen were staff members. Many came from Ohio State University because this institution has been the center for eight years of study in progressive education. Other faculty members came from Wisconsin, Mills College, Elon College, North Carolina, and a few of the experimental high schools throughout the country.

The members of the workshop worked from 8:30 in the morning to three or four in the afternoon, each person centering on the particular phase or problem of the curriculum in which he or she was interested. The faculty members adjusted their programs to meet the needs of their "students." These students came from many states and represented the best schools of the west coast and others as far east as Wisconsin and Arkansas. During the six weeks session the workshop developed a report from the different departments; copies of this report are now available at the Progressive Association office, 310 West 90th Street, New York City.

The Institute of International Relations held at Mills its fourth annual meeting from June 21 to July 1. Among the speakers were Dr. T. Z. Koo, Dr. Samuel Guy Inman, Dr. J. Anton de Haas, and Miss Muriel Lester. Dean Rusk of Mills College led a seminar in international relations during the institute and for two weeks following.

DOMINICAN COLLEGE

Among the interesting summer sessions of the Bay Region was that of the Dominican College at San Rafael. This college for many years has offered summer courses conducted by its own faculty. The courses have been specially planned for in-service teachers, both men and women. The majority of the summer students have been members of the teaching orders who staff the parochial elementary and secondary schools. Of recent years the Catholic University at Washington, D. C. has held on the San Rafael campus a Pacific Coast Branch of the University's summer session. A faculty from the university has offered courses for graduate study and has conferred the degree of Master of Arts.

The Dominican summer school is distinguished as the only campus in the bay region visited by the President of the United States during his recent trip to the west coast. President Roosevelt, early in his first administration, received from the Catholic University at Washington, the honorary degree of Doctor of Laws. So it was in a sense as an alumnus welcomed by his alma mater that Mr. Roosevelt paused in his crowded program to receive the loyal good wishes of faculty and students on the Dominican campus. The scene was all the more picturesque for the presence in the gala crowd of the sober habits of not less than fifteen different teaching orders, whose representatives from many states in the union mingled with the lay students to do honor to the nation's head.

DOWN ON THE FARM

At Stanford University the climax of the year in the School of Education is the mid-summer Conference week. This year the sixth annual Conference was held, July 6-10, and was devoted to the theme "Social Education." The general conference was preceded by a two day conference on Early Childhood Education, conducted by the university and the California Association for Childhood Education.

The conference week brought to the Stanford campus "in person" a distinguished group whose names are household words in the contemporary national scene. Since the subject under discussion was social education, speakers were not chosen exclusively from the profession of teaching. They included men who spoke for social groups apart from the strictly defined educational field. But their very presence at this meeting was an eloquent reminder that in the true conception of education no field of human experience is alien. The teacher can be trusted to be a teacher only in so far as he is aware of the many-sided social complex and is able to interpret its implications for education.

Outstanding among the visiting speakers was Lewis Mumford, who has perhaps done more to present the facts and problems of our technical civilization than any other living writer. On every occasion on which he spoke large and absorbed audiences were carried to a mountain top vision of our land, in our day. In forum sessions Mr. Mumford, after his formal speech, was vigorously challenged by the teacher audience to state the implications of his philosophy to teaching situations.

Daniel C. Murphy, veteran leader in the labor organizations of San Francisco, and Almon E. Roth, leader among shipping and waterfront employers, presented the problems of "Cooperation of Management and Labor in Industry," and an intensely interested audience of school people was quick to respond to the invitations for questions and comment. Winifred V. Richmond, psychologist in a government hospital at Washington, D. C., presented facts about personality that were promptly applied by a teacher audience to teacher problems.

So through a crowded six days school people from all over the west stepped over the boundaries of their own work to view it in relation to our contemporary national life. The experience was so exhilarating that current comment seems to have accorded the 1938 Conference a four star rating.

California and the West Coast was as always represented by outstanding leaders of our school world. Distinguished visiting schoolmen included William Heard Kilpatrick, Teachers College, Columbia University, Lois Hayden Meek, Teachers College, Columbia University, William F. Ogburn, University of Chicago, and W. Carson Ryan, Carnegie Foundation for the Advancement of Teaching.

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Just as the Education Conference centered its discussions on the social aspects of contemporary American life, the Drama division also chose for the summer theme American life as interpreted through the arts of the theater.

Stanford is already famous for its Memorial Hall, with its large theater and little theater and its complete equipment for teaching and practicing all the allied arts of the theater. Summer session courses this year brought a large increase

of students to the Division of Speech and Drama. The teaching staff was increased to nine faculty members.

A large number of successful productions were given. Among the most interesting were "Uncle Tom's Cabin," "Camille in Roaring Camp," and "Gringo's Gamble." The two last are episodes from early California history.

The Stanford Drama Festival is a week in which the public shares with students an opportunity to prepare through lectures, recitals, exhibits and readings for enriched enjoyment of plays presented. Part of the thrill of the Festival is the award of the Maxwell Anderson prize for the best verse drama submitted during the summer. "John Brown" by Kirke Mechem of Topeka, Kansas, won the coveted award this summer. This drama, and its two nearest competitors, were given fine presentations, and audiences had an opportunity to cast ballots indicating agreement or disagreement with the verdict of the judges.

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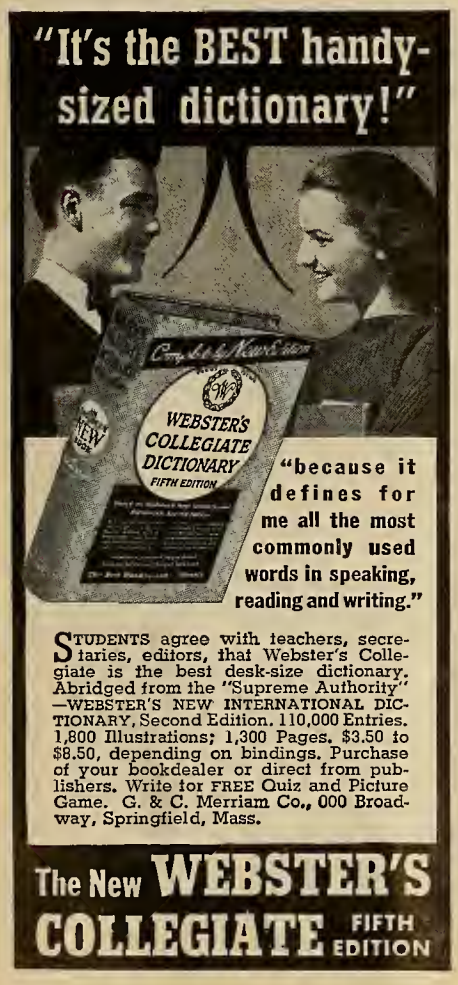
An addition to the program of the division this summer was a clinic for speech correction, conducted by Virgil A. Anderson. Some 65 students were treated with most satisfactory results.



THE SHOWBOAT THEATER

By Doriece Colle
Division of Drama,
University of Washington

A picturesque point of interest to visitors in Seattle is the "Showboat," apparently tied up to the shore on the edge of the beautiful campus of the University of Washington. The green lawns of this campus slope down to Lake Union, famous as the practice course of the renown crews which have so often carried the university's colors to national victories. The lovely forested lake now makes a new bid for fame as the setting for a novel drama project.

The Drama Department of the University of Washington is about to open its next great adventure in education—the Showboat Theater. Each new project has served a triple purpose: giving the students of drama practical experience in the art and business of production; giving the public interesting and qualitative entertainment; and setting precedents and monuments for this university in drama.

Projects have been fulfilled in overlapping sequence. The now nationally famous Penthouse Theater was the first to present plays on the four-sided stage. This novel means of presentation offered an admirable setting for the production of modern Broadway comedies, especially the drawing-room type. Such was the popularity of this theater that dates were sold out through the month of June early last October.

Another laboratory theater which specialized in the production of the classic or "costume" type of play was the Studio Theater. Both these show-houses were located off the campus in the busy University Commercial District. Both were discontinued this spring, to be supplanted by the Showboat. However, these theaters served their temporary purpose well, since a number of former players have graduated to positions in teaching and professional drama (the foremost being, of course, Frances Farmer, star of last season's Broadway success, "Golden Boy"). Fields other than acting have been opened to students also, since all technical work, designs, property and office work is carried on by registered university students and teachers.

The study of the theater has been vivified by the model theaters constructed by the W. P. A. as a project for the Division of Drama. These interesting models are replicas of period theaters extending from the Theater of Dioneus of the Acropolis of Athens, 5th Century B. C. to the 18th Century Drury Lane theater of London. Exhaustive research and delicate carvings, inlays, relief and statuary went into the construction of these miniatures.

A puppetry group has produced both hand and string puppet interpretations of such favorites as "Snow White," "Aladdin", and "Alice in Wonderland." Puppet shows are given each week throughout the school year in elementary schools, churches, and clubrooms. The educational value of these marionette shows has been attested by the fact that grade school performances have been made through arrangement with the Department of Public Schools of Seattle. Students of the drama department do all the work, including the making of puppet figures.

The Drama Library is a constant project with receipts from the theaters providing funds for keeping an up-to-the-minute collection of plays and books dealing with dramatic art.

A gallery of scene designs done by the students in class work, an extended and newly revised course in make-up and an equally extensive course in costume design augment the regular dramatic courses.

All these projects will become the inheritance of the Show Boat. It embodies the history, the present, and the possibilities of the future in theater work. Built on piles to resemble the old Mississippi showboats it is located on the campus waterfront on sheltered Union Bay. The spirit of the old South is maintained in the white body design of the boat itself and in the weeping willows which line the shore, yet as a playhouse it suffers none of the limitations of the past. A complete and unique lighting system devised by drama department technicians, a revolving stage (known in ancient Japan, but rare in America), dressing rooms complete with showers and a full fly-gallery, are but a few of the innovations which the Showboat provides. Included also are the regular features of a Show Boat: deck-promenades, ample lounge space for entre-act coffee service, and a wide gang-way to the main entrance which provides atmosphere for the playgoer. The theater has been built from Drama Division and Federal funds and was constructed by W. P. A. labor with staff members of the division doing the technical planning.

Book Reviews

From the Gregg Publishing Company.

FINDING YOURSELF by Hiram N. Rasely. Price, $1.00. A series of broadcasts given by the author under the above title elicited such a response from the radio audience that the material was put into book form. The book is equally helpful to job-seekers who are anxious to make that favorable "first impression" and to job-holders eager to gain a real foot-hold in their work. The book is practical and serviceable; conclusions are drawn from logically presented case situations. Emphasis throughout is upon desirable business behavior, attitudes and outlooks rather than upon the skills that are too often stressed to the neglect of other important factors.

GREGG SPEED BUILDING, New Revised Edition, by John Robert Gregg. Price, $1.20. A revision of the text published in 1932, expanded by the incorporation of teaching experience. The revision involves: the addition of sixteen lessons on the English of Business, a series of related business letters, one hundred additional pages of shorthand and more phrasing drills. Dictation representative of special fields as well as of general business is included.

SPEED DRILLS IN GREGG SHORTHAND by Leslie and Zoubek. Price, $1.50. For the student who already has a working knowledge of alphabetic characters and phrasing. Utmost legibility and speed depend upon "style" in shorthand writing. Therefore a "style study" as well as an outline drill is supplied with each assignment in this book.

From the McGraw-Hill Book Company.

EDUCATIONAL STATISTICS by James E. Wert. Price, $3.25. This book offers a complete presentation of principles and techniques of educational statistics. Some of the most commonly used statistical methods discussed are: tabulation, graphic representation, harmonic and geometric mean, index numbers, variability, sampling, coefficient of correlation, and interpretation of achievement test scores. The greatest single use which an educator has for statistics is in the interpretation of articles which treat problems statistically. Emphasis in this book, therefore, is upon the interpretation of the more technical books which the research worker may have to handle.

From Scott, Foresman & Company.

WHEN WASHINGTON DANCED by Clarence Stratton. Adapted by Gertrude Moderow. Price, $1.00. Useful equipment for the teacher who is trying to meet the currently-recognized needs of the slow reader. This story of Kit Mason, an English boy who came to Colonial America to make good economically, and who became involved in the Revolution, is easy-to-read, fast-moving adventure. Kit's experiences include rough-and-tumble fights, plantation dances (in one of which the great Washington participates), spy investigations, capture by Indians, fur-trading, engineering and government service. Situations are exciting yet credible. Style is simple but keyed to the interest of the young-adult mind. There are fewer than 1900 different words, margins are broad, print is large, and illustrations are numerous and interesting.

LIVING MATHEMATICS by Ruch, Knight and Hawkins. Price, $1.28. Instructional content, in unit form, is built around the relationship of mathematics to life, rather than around an array of mathematical topics. Mathematics is presented as it is applied to the economic structure of the nation, in production, distribution, consumption, banking and credit, and the use of public funds. The plan of organization integrates the various branches of mathematics—basic arithmetic, business arithmetic, algebra and geometry, graphs, statistics and trigonometric functions—and the student is given an understanding of quantitative thinking. Provision is made for isolation and treatment of learning difficulties and for the maintenance of skill through carefully distributed drill. The book will serve as good preparation for the student who plans to continue mathematics after high school or as a good terminal for the high school student who needs only basic arithmetic.

From J. B. Lippincott Company.

GEOGRAPHY AND SOCIETY by James F. Chamberlain. Price, $1.80. A general course in geography for the high school presenting three phases of geography: physical, commercial and political. The United States receives special emphasis in the sections on physical and commercial geography. The book shows how both the development of nations and the daily lives of individuals are influenced by geographic factors and how society may modify the influence of these factors.

From Ginn and Company.

CHEMISTRY AT WORK by McPherson, Henderson and Fowler. Price, $1.80. This new high school textbook is the outgrowth of the author's widely used "Chemistry for Today." The new book combines popular features of the older one with new organization, latest developments in chemistry, new illustrations and format, a more open page and a larger type. The simple facts and principles of chemistry are presented in unit form. Closely related chapters are grouped together with an informative foreword explaining the scope of the unit. Particular stress is laid upon the applications of chemistry. Chapter summaries in question form serve both as tests and outlines of content. Thought questions and optional exercises provide opportunity for use of facts and principles. There is an abundance of diagrams, line drawings, and effective photographs.

From Prentice-Hall.

COOPERATIVE SUPERVISION IN THE PUBLIC SCHOOLS by Myers, Kifer, Merry, and Foley. Price, $2.50. This book for teachers and administrators grows out of the writer's conviction that the only valid supervision in the last analysis is self-supervision. The general theme is that there is a very definite relationship between teacher qualifications and supervisory needs. The author holds that teaching is only beginning to be truly professional and that when a period of interneship and a more extended general education are required of all teachers the amount of supervision needed will automatically decrease. The role of the principal in instructional leadership is examined, and suggestions are made for co-operative activities leading to professional growth.

From D. Appleton-Century Co.

FILM AND SCHOOL by Helen Rand and Richard Lewis, a publication of the National Council of Teachers of English. Price, $1.12. Motion picture evaluation has become almost an obligatory curriculum subject. But material for conducting such a course has been hard to obtain, so this handbook, backed by such dependable authority, is doubly welcome to English teachers. The authors are Helen Rand, chairman of the Council's Committee on Standards for Motion Pictures and Newspapers, and Richard Lewis of the Glendale (California) Junior College.

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New Garfield School in Selma. (See page 8, column 3)

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The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This provision insures high standards of service to school children and good living conditions for teachers.

At each successive Legislature, the Association has fostered good school laws. A great service has been the defeat of unwise legislative proposals.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

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The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued studies and bulletins on major educational problems.

The Legal Department has provided Association members with authoritative opinions on matters of school law.

Membership in California Teachers Association is voluntary. Any school-worker, or other person interested in education may become a member of the Association. Annual dues are $3; life membership is $75.

The Association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In July, 1937, there were 35,356 members of California Teachers Association. In recent years the percentage of teachers who were members has increased from 36% in 1918 to 87% in 1937.

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Jottings of a Traveling Bookman

By W. M. CULP

Come October days with chill and bite in the air to make one think of wintry days too soon in the offing. Hurricane off Long Island and New England States with terrific destruction of life and property. War and peace in Europe changing with such kaleidoscopic swiftness that the mentality is numbed and dazed at what man can think of doing to man. War among the four great nations averted and perhaps the coming of forbearance and a wish to live together in peace and harmony. Perhaps, out of fear of what modern armament and explosives can do is to come an era of good will among European nations. One almost senses in news stories the beginnings of such a movement. When men get their feet together under a table and talk as man to man they have a hard time hating each other. Peace is desired by all, and out of dictatorship and democracy communing together the unbelievable may happen. What can not be done is oftentimes done.

NEW YORK CITY started the new school year with an estimated enrollment of around 1,294,000 pupils. Of these 1,124,000 were registered in the public schools and 170,000 in the parochial schools. This is a drop of about 5,000 students. The breakdown gives in the elementary schools 674,000, a decrease of 16,111 since a year ago: high schools, 253,000, a gain of 1,666; junior high schools, 133,600, a gain of 3,002; vocational high schools, 50,000, a gain of 9,051; part-time continuation schools, 13,000, a decrease of 2,471. The largest increase, both numerically and on a percentage basis, is in the vocational schools.

A goodly portion of this vocational student increase comes with the opening for the first time of the Brooklyn High School of Automotive Trades and the Food Trades Vocational High School.

The Brooklyn High School of Automotive Trades is a new $2,500,000 unit, which opened with a student body of 2500 boys. A four year course is given in this school during which the student is to be brought into intimate contact with every phase of the automotive trade from that of repairing flat tires to that of operating a showroom. The plant was built after consultation with leaders in the automotive field and is supposed to be a model which combines book knowledge with practical field experience; $500,000 was spent upon machinery and equipment.

The Food Trades Vocational High School, located at 208 West Thirteenth Street, Manhattan, is devoted exclusively to the training of "to be" butchers, bakers, cafeteria workers, store clerks and tea room hostesses. This is one of the few schools in the United States in which pupils can spend four years in learning the art of becoming a small business man. The opening class has 300 pupils, 80 per cent of whom are boys. Featured in the school are model stores, to be operated to parallel neighborhood conditions.

THIS BEING a stream-lined age Teachers College of Columbia University has gone modern in its training of teachers. It has now reorganized its curriculum so as to erase the distinction between elementary and secondary teacher-preparation. Formerly, Teachers College organized separate courses of instruction for high school and for elementary school supervisors. Now both will be trained in the same courses though there is a differentiation into two divisions determined by the rank of the people taking the courses. One division, under Dr. George Drayton Strayer, will be for school administrators, and the other, under Dr. Hollis D. Caswell, will be for the training of supervisors of both elementary and high schools.

FOR THE FIRST TIME in thirty years New York City has adopted a new report card in the form of a four-page folder. This new card has gone modern in that it gives detailed information concerning the child's progress in citizenship training, showing whether the child demonstrates specific desirable traits. It gives ratings in each of the child's studies rather than in his "proficiency" as a whole. Suggestions are given for needed improvement. The report will show whether the child is working up to his ability. The new card is to be cumulative, serving the pupil through his entire school career. It tells when he was vaccinated, the language spoken in the home, his father's name, his mother's maiden name, the father's and mother's birthplace, the number of younger and older brothers and sisters, his personal, social and work habits, and the evidences of growth shown. Evaluation of personality is a high spot in this new report card. The teacher is to note whether the pupil works and plays well with others, completes his work, is generally careful, respects the rights of others, practices good health and speaks clearly. Notations are made besides, of his score in achievement, his mental ability, character, attitudes, and the results of other standardized tests, facts found out about his special interests and aptitudes. To be able to make accurate reports each teacher needs the training of a practicing psychiatrist.

Mr. R. C. O'Brien, Rosendale, N. Y. in a letter to the *New York Times*, has said some pertinent things in regard to the new report card in New York City as it relates to the question of person-

ality. Undoubtedly, parents throughout the United States in many cases where such report cards are in use have felt much the same. We quote: "I see that new school report cards, purporting to rate personality and traits of character, are to be issued, and this leads me to wonder if it is possible for one person scientifically and correctly to evaluate another in those terms, even if the subject is a child.

"Personality is the sum of one's qualities of body, mind and character, that which makes one human being different from another individual. Therefore, if personality is synonymous with individuality, it is one thing which cannot be classified A, B, C, D, or 1, 2, 3, 4. Then, too, a personality can only be measured by its effect upon the one who does the rating, and an individual may possess a personality which appeals to one and repels another. It has frequently been remarked that certain persons regarded as dullards in school have developed into great geniuses. Persons lacking 'color' in personality may have admirable traits of character and fine minds.

"I hold that the school authorities are undertaking a monumental task when they essay to rate the pupil on his reactions to his classmates, his play and work characteristics, and so forth. Take an adult who prefers to become a hermit; what would his rating be in these subjects? He would not attain a passing grade in sociability, or anything like that. Yet some hermits have been great philosophers.

"Personality makes the individual, and it is one thing which cannot be standardized or regimented. Traits of character make a person a hero to some and a rogue to others. Current historical events make this evident."

Dr. Victor H. Noll, Associate Professor of Education and Psychology at Michigan State College, in a paper presented to the American Association of Applied Psychology reported the result of a two-year experiment in college classes at Rhode Island State College as to the use of the periodic quiz by teachers to impel their students to better work. He stated: "There is no evidence here, little in other studies, to support the common belief among instructors that written tests as commonly used motivate learning or increase total achievement in college classes."

With Radio taking such an important place in modern times in its news-giving features, its advertising, its output of music both classical and otherwise, and its aim to give enjoyment to the listener, it was inevitable that eventually the public school would take up the study of the technique of the broadcast. The Los Angeles County Schools under Superintendent A. R. Clifton with the aid of the W. P. A. this year have been developing a Radio Script Series. The project is under the general direction of Dr. C. C. Trillingham, assistant superintendent in charge of secondary education in the county, and under the direct hand of Miss Elizabeth Goudy, Director of Radio Education.

In the introduction to Part One of "The Necklace," a script made available in mimeographed form during June 1938, Dr. Trillingham says: "In entering upon the field of radio in education, teachers have expressed their eagerness to discover ways of using radio experience as an integral part of classroom activity. Listening to broadcasts in the classroom is a real life experience. It is making a situation in the social environment contribute effectively to pupil growth and development. The use of radio in education, however, is not confined to the appreciation, evaluation, and selection of programs, but, through the development and use of radio scripts, teachers may enrich the curriculum and motivate the tools of expression, reading, writing, and speaking."

The table of contents of "The Necklace" script gives an inkling to the development of the project. Its headings are: Cast, Sound, Script, Activity for You, Helps to Production, Rehearsing the Play, How Was the Broadcast? Additional Activity, Something about Guy de Maupassant, More About the Author, Other Short Stories.

Years Ago the United States Department of Education in one of its reports designated the East Whittier School, East Whittier, California, as one of the best rural schools in the country because of its building and the attractiveness of the school grounds. Came a slight earth movement in southern California some years ago, and the entire school had to be razed and a new building erected.

The new East Whittier School that has appeared is superior to its predecessor, and the new landscaping sets off the attractiveness of the building. The kindergarten unit of this new plant is considered one of the best designed in the country.

For the past two years Mr. Charles T. Samuels has been district superintendent of the East Whittier system, which is comprised of the main school and the Pine Ave. School, a primary building. Enrollment has increased to over 500 pupils. One of the improvements of the past summer has been the completion of a new general shop building. Mr. Samuels intends to have a man giving full time to shop courses for the sixth, seventh, and eighth grades. There will be work in photography, sheet metal, and wood work, art, ceramics, reed craft, and electricity. Mr. Samuels is one of the younger executives in the Los Angeles County system, and has been doing outstanding work. He has his A.B. and M.A. from the University of Southern California and is now working toward a Ph.D. in Education.

Arcadia, California, in the shadow of Santa Anita race track, these past few years has been increasing tremendously in population. It has been a problem for District Superintendent E. E. Westerhouse to keep up with the housing situation made doubly acute because of the necessity of reinforcing buildings according to state earthquake standards as well as to make place for incoming pupils. This past year a kindergarten unit has been constructed at a cost of $60,014 as a W. P. A. project, of which the school district appropriated $23,800 while the Federal government appropriated the rest. This kindergarten building has a large assembly room with the children's work rooms and activity rooms surrounding it.

Hermosa Beach, California, under Superintendent J. Hampton Watts, during the past three years has had over a 50 per cent increase in enrollment. Additional rooms at the various schools of the city are needed. A bond issue for $105,000 is being considered as a possibility. This past summer a new kindergarten was built out of current funds. Hermosa Beach continues to emphasize the arts in its schools. In music its chorus work and its band are outstanding. In the intermediate grades the work in dramatics is equal to that of many high grade secondary schools.

Western School News

Edited by MORRIS WAGNER

SUPERINTENDENTS' CONVENTION PASADENA, OCTOBER 6, 7, 8

By Charles L. Geer

The human touch prevails in this fresh account of a convention, "fresh" in more than one sense, a punster might be tempted to say, for Charlie Geer is prone to good-natured ribbing of his colleagues—and the colleagues love it.

This is the third and last day of the convention and the law of diminishing returns is getting in its fine work. Even the superintendents have diminished by two-thirds in number. Most of them came here for inspiration anyway and this last day is one of deliberation only —resolutions and committee reports. Two-thirds of the superintendents have shown their confidence in us by leaving the good resolutions and the legislation to the few capable ones among us.

The reply of those who are gone could be, "We know when we have had enough, even of good things. Some don't." It certainly is wonderful to be a millionaire for two or three days—even with the peril of being foundered in the dining room. It is a real peril for some of us farm boys.

And the inspiration left little to be desired. Dr. Sexson, Dr. Soares, Dr. Harper, Dr. Lee and just numbers of others. It is a treat and a privilege and almost everything else that is good and worthwhile to listen to men like these. The nostrils widen, the heart lifts—"Spring is here again."

The program began Thursday morning, but the real convention began the evening before in the hotel lobby. Naturally each superintendent has his own contacts and I am reporting on the convention and friends as I see it and them. I meet E. C. Boynton each year and enjoy his companionship. He said that when he walked into the lobby the first evening he saw three men he had met at the first superintendents' convention held at Fresno in 1902. These three men were Dan White, G. P. Morgan and Charlie Hughes—with a total service of nearly a century and a quarter. It is fine to meet the bookmen, our partners in effort, and the state college presidents, and all the others who add to the convention—and the convention includes the lobbies as well as the lecture rooms.

Dr. Walter Dexter opened the formal part of the convention and pointed out that the recent conferences in Europe helped to vindicate our use of the conference method. The convention opened at ten A. M., but we were not prayed for until nearly eleven, the idea being, I suppose, that it took quite a number of superintendents before praying would be worth while. There is only one group in the State of California whose members are later in coming to a meeting than the high school principals of California—that group is, the superintendents. It takes nearly an hour after the set date for opening, before we have enough superintendents for a mess.

John Sexson spoke. He said he had prepared two speeches and he gave us the second. After hearing the second I was sorry he had not given the first—TOO! John, you may now rise and take a bow! John also finally found a use for George Merideth—made a No. 1 greeter and usher of him. It is great the way good, modern educators find a use for even the lowly. I am going to have to say this for George, however: I do not know anyone anywhere who can better take a panel discussion and almost make it seem worth while.

Remembered from John Sexson's speech: story of a woman who said, "I find that nearly everything I want to do is illegal, immoral or fattening."

Status of the child: "Schools are for children. Sometimes the status of the learner is very good, but too often we leave much to be desired."

There were nine sections on Thursday afternoon. I remember my sorrow as a boy when I attended my first circus and discovered three rings—with the ability to watch only one at a time. Maybe some children can do better than this, but not this child. I paid for three and was able to enjoy only one. I attended only one of the sessions and missed the other eight. Possibly I should be more grateful for these breaks. The one I attended was chaperoned by Aubrey Douglass, and Frank Lindsay, Nick Ricciardi, John Sexson, Merton Hill, Ira Landis and Archie Cloud performed! What a galaxy of educational heroes! I cannot give space to one without leaving just as worthy ones out.

Thursday evening was College Dinner evening — all groups combined. Of course, we had some bright lights—John Sexson, Frank Thomas, Dean Darsie, Fletcher Harper Swift and others. Dr. Swift's candle power was well over a thousand. A first glance at Dr. Swift would not encourage an entering college boy—good humor and human understanding would seem to have been left out of the picture. But, my! What a mistake!!

Dr. W. W. Kemp quoted David Starr Jordan, "Don't select courses; select the professors and have them guide you."

Friday morning Vierling Kersey was Chairman and one of the most dramatic and human touches of the convention was enjoyed. Two fine old boys were introduced—Dan White with forty years behind him and G. P. Morgan with 52 years behind him and four more elected years ahead. The interesting part to me was to see the joy that came with giving these honors, even more than the receiving, which was plenty. Good story by Kersey: An Indian attended an institute. He was asked what he thought of the institute—"Heap wind, much dust, no rain."

We listened to a great speech Friday morning. Doctor Theodore Soares would not qualify in any of the first three quartiles in a personal beauty contest, but would be way up in the first quartile in beauty of soul and beauty of diction in expressing that soul.

Noon brought a fine turnout in honor of California Congress of Parents and Teachers. Letitia Lytle, State President of P. T. A., presided. All through the history of P. T. A. this group has supported the schools of California, but only during the last few years have educators shown a fraction of the appreciation these sturdy friends have earned.

Friday afternoon saw City, District and County Superintendents divided into three groups. I attended the District Group—herded by George Geyer. Lorraine Sherer gave a fine talk on curriculum and our interest was divided—partly looking and partly listening. The listening was good and the looking excellent. Jesse Hawley evaluated the effects of the curriculum. George Bell, Homer Cornish, C. L. Broadwater, Earl Thompson and others sat as a panel. The author of this travelogue would not attempt to pick out bright spots in the discussion.

Friday evening the general session was presided over by B. F. Enyeart. We had three speakers, each in his way inspiring. Earl Harper told us what is worth while in life and education—economic, physical, recreational, intellectual, social, aesthetic and spiritual!

Edwin Lee flew from the Atlantic Coast to be with his old friends and pals. He was a happy man to be with our group again. We were happy, too, and complimented by his happiness.

Sam Cohn gave us his best wishes in poetry—heartfelt, and appreciated by us.

On Saturday morning Walter Dexter closed the whole proceedings by words that would describe the feelings of us all —"I am pleased and encouraged by the spirit that prevails."

ANNUAL CONFERENCE, CALIFORNIA SCHOOL SUPERVISORS

The most stimulating and challenging conference ever held by California supervisors and directors of instruction opened at the Biltmore Hotel in Los Angeles on Sunday evening, October second. The opening address by Reverend Willsie Martin emphasized the importance of developing in our schools a greater understanding of and respect for American democracy. This theme was further elaborated at a general session on Monday morning, at which Rabbi Edgar F. Magnin spoke on *The Meaning of American Democracy* and A. S. Raubneheimer, Dean of the College of Letters, Arts, and Sciences, U. S. C., discussed *The Implications of a Democratic Society to Education.*

A second major theme of the conference was *Next Tasks in Teacher Education.* Four brilliant presentations in this field were made at the general session on Tuesday morning. Dorothy W. Baruch, Broadoaks School of Education, Whittier College, suggested "ten tentative tenets" for the preparation of teachers for early childhood education. Corinne Seeds, Principal, University Elementary School, U.C.L.A., described the activities of a typical day in a modern school, analyzed the training necessary for the teacher to meet the demands of such a day, and indicated desirable ways in which teacher training institutions can provide adequate preparation for teachers of later childhood. Verlin Spencer, Principal, South Pasadena Junior High School, discussed the broad personal training and the many kinds of experience with children necessary in preparing teachers for the education of adolescents. Frank Thomas, President, Fresno State College, developed six major criteria for judging the effectiveness of teaching. The four presentations, each distinctive in its conception and treatment, yet based on the same sound philosophy, set a high point in the conference program.

In the afternoon forum sessions were held for further discussion of the morning talks, and for the suggestion of ways and means of accomplishing the recommendations made by the four speakers. One speaker met with each group, with a chairman and several discussion leaders to guide the group thinking.

Problems of curriculum occupied the Wednesday morning session. A series of group meetings, each with a speaker and discussion leaders, developed the following topics: *Relation of Community to School, Experiences Related to Social Living in Early Childhood, Experiences Related to Social Living in Later Childhood, Experiences Related to Social Living in Adolescence, Techniques for the Direction of Curriculum Building,* and *Mental Health.*

Group sessions were held both Tuesday afternoon and Wednesday morning of special interest to supervisors of child welfare and attendance. These included discussions of *Child Labor Regulations, The Education of Exceptional Children,* and *Problems of Enforcement of Compulsory Education and Child Labor Laws.*

The conference closed with a general session on Wednesday afternoon which pointed out the most pressing needs in elementary education throughout the state. In a talk entitled *Bad Boys Make Good,* Herbert Popenoe, Consulting Psychologist, Los Angeles, described the work of the Los Angeles Welfare Center in the study and guidance of approximately one thousand boys each year whose difficulty in adjusting to school life makes them problems to their teachers. In a discussion of *The Tasks Ahead,* Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, pointed out specific goals in curriculum, teacher education, and the organization and administration of elementary schools toward which supervisors and directors of instruction should direct their efforts. Miss Heffernan summed up her challenge to educators in three questions: How can we know the needs of children? How can we acquaint the entire school staff with those needs? How can we see that those needs are met in our schools? It was fitting that a conference of exceptional quality should close with this sincere challenge to every individual present.

The California School Supervisors' Association and the State Association of Supervisors of Child Welfare and Attendance held their annual business meetings on Monday afternoon. Committees which had been at work during the past year made reports of progress, and new officers were elected for the coming year. Ruth Edmands, General Supervisor of Colusa County, succeeds Helen Thomas as president of the California School Supervisors' Association. Floyd Tarr, Head of the Department of Attendance, Sacramento City Schools, succeeds Edmond T. Casey as president of the State Association of Supervisors of Child Welfare and Attendance.

The major social event of the conference was the banquet given by the California School Supervisors' Association on Tuesday evening. A large group filled the Music Room of the Biltmore Hotel to enjoy the good fellowship of the occasion, and to hear an inspiring speech by Paul Perigord, U.C.L.A., whose topic was *In Search of a Philosophy of Life.*

Numerous informal meetings of small groups were held during the conference at which supervisors of special subjects discussed problems in their particular fields. The conference as a whole was distinguished by a sincerity of purpose and a helpful exchange of opinion which marked it as the most successful ever held.

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JOINT INSTITUTE, HUMBOLDT AND MENDOCINO COUNTIES

Northern California institutes got off to a good start this fall with the Ukiah meeting September 12-14. Mendocino and Humboldt Counties combined in one of the most successful institutes to be held in the northern area. One teacher was heard to remark at the end of the three days, which unfortunately were extremely hot, that she had never worked so hard in her life nor got more out of an institute.

One of the interesting features was the organization of the section meetings for the elementary teachers. So many teachers are seeking information on the subject of unit instruction, what it is, how it is done, and what its aims should be, that John W. Taylor, Superintendent of Mendocino County Schools, in charge of the institute program, and his program committees planned to present a series of units which are covered at one time or another in every course of study.

The "faculty" presiding over these three day courses included Eva Gildea, Supervisor of Elementary Schools, Piedmont, "Transportation"; Ruth Edmands, General Supervisor, Colusa County, "Shelter"; Eleanor Freeman, Director of Curriculum, City and County of San Mateo, "Pioneer Life"; Helen Heffernan, Chief of Division of Elementary Schools, State Department of Education, "Westward Movement"; Emily Rothlin, General Supervisor, Yolo County, "Foods"; Elsie Toles, Instructor in Education, San Jose State College, "History of Records"; Gladys Potter, Assistant Chief, Division of Elementary Schools, State Department of Education, "Community Life."

A particularly interesting presentation of unit material was that offered by Helen Heffernan in "Westward Movement," a dramatic picture of pioneer progress. The westward movement is especially good material for a unit, Miss Heffernan said, because the excitement and adventure of life in that period will easily capture children's interest and at the same time lead them to an appreciation of their forefathers' achievements. Miss Heffernan suggested that if the children of today are to appreciate democracy fully, we must emotionalize their feeling toward democracy just as determinedly as Fascist and Nazi leaders are emotionalizing their future citizens. The drama of the westward movement serves to rid youth of an apathetic attitude toward American institutions and to arouse a strong feeling of pride in the American form of government.

At the section meetings of secondary teachers well-known representatives of the various subject fields at this level gave interesting talks about the recent developments in their special fields. Among these speakers were: Dr. J. Paul Leonard, English; Robert Bush, Social Studies; Fred Anibel, Science; Ralph Fields, Commercial Subjects; Ruth Larson, Home Economics; W. H. Orion, Physical Education; Mack Stoker, Industrial Arts; and Dr. Rex Bell, Administration and Guidance.

Dr. Walter F. Dexter was one of the speakers at the general session program and was given an enthusiastic welcome in appreciation of his election as State Superintendent of Public Instruction. The elementary principals of Humboldt and Mendocino Counties held an afternoon and dinner meeting. About sixty people were present and we have never heard more practical and effective discussions of educational problems and procedures. A resolution was made that the Elementary Principals Association express their thanks to Mr. Taylor for the unusually fine institute provided for the teachers.

SCHOOL BONDS VOTED

Of eight bond proposals for various city improvements San Francisco voters, in the special election of September 27, rejected all but the $2,800,000 bond issue for public school construction and improvement projects. To cap the success of the school bond proposal at San Francisco polls came the immediate release of a federal grant of $1,260,000 from Hon. Harold W. Ickes, Secretary of the Interior. The federal gift, made through the Public Works Administration, represents 45% of the total amount voted by San Francisco so that city taxpayers actually will have to pay only $1,540,000 of the total sum.

The San Francisco Public Schools Bulletin of October 3, in reviewing the election, said: "While the friends of the public schools were conducting an intensive campaign in the community to assure approval of the bonds, President Doyle (Richard E. Doyle, president of the San Francisco Board of Education) Commissioner C. Harold Caulfield, President A. J. Cloud (San Francisco Junior College), and Chief Deputy Superintendent John F. Brady were in constant communication with Washington. With Mr. Havenner they were able to get before Mr. Ickes, the singular importance of the school proposal. . . . . Approval of the school bonds electrified the community. On all sides observers familiar with campaigns said the result, in view of the defeat of all other propositions, was phenomenal."

The construction program which the bond issue will finance includes: $900,000 for a high school in the Mission district; a $750,000 first unit of the Abraham Lincoln secondary school in the Sunset-Parkside district; half a million dollars for permanent Junior College buildings in Balboa Park; an auditorium for the George Washington High School, $325,000; a second unit for the Samuel Gompers Trade School, $190,000; a playground at Mission High School, $65,000; and kindergartens at three schools: Francis Scott Key, Visitacion Valley and Glen Park.

* * * * *

At Fresno an $803,000 bond issue to provide funds for a new building and improvement program for city schools was approved by a huge majority. Application was made to the Public Works Administration for a grant of $832,000 which, with a $250,000 bond issue approved several years ago and the bonds voted in the recent election, would make a total of $1,850,000.

* * * * *

Stockton voters were not so school-minded as those of other communities. A $1,200,000 bond issue which would have paid part of the cost of construction of a new junior high school, a vocational school and two grammar schools was defeated by a two to one vote.

* * * * *

A bond issue has just been authorized in Compton for $200,000. The majority was almost 5 to 1 in favor of the issue, with the largest school vote on record. This was due to the personal contact work done in the district. A building fund of $560,000 is now available for the 4-year junior high schools in the district and the Junior College.

* * * * *

El Monte (Los Angeles County) plans a further addition to its school facilities in the erection of a new classroom building to cost $80,000.

EDUCATIONAL SCENE INCORPORATES

Subscribers and friends of *The Educational Scene* will be interested to know that the magazine is now incorporated with *Frontier,* a magazine which in the past has featured materials largely apiarian in nature. One wag was heard to remark that while *The Educational Scene* had always carried a wallop in its lively pages it could now be expected to have a sting as well. In a prefatory note to the section which *The Educational Scene* occupies in the September issue of *Frontier,* editors Robert Hill Lane and M. E. Herriott state: "With this first issue of *Frontier, The Educational Scene* becomes an integral part of this new magazine. In future issues the wide range of materials customarily appearing in *The Educational Scene* will be presented. The range has been somewhat curtailed this time inasmuch as *The Educational Scene* usually makes its first appearance in October instead of September. . . . We trust that this enlarged and broadened magazine will meet with the hearty approval of our friends and subscribers."

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LET'S GO TO SCHOOL

When a new book comes in that looks exciting, even though it is just another discussion of curriculum and classroom procedure, that is good news for the Book Review department.

But when the authors are California school people, friends and neighbors, then the new book is Western School News, and we take it away from the review editor.

Let's Go To School debates no theories. It is the report of an adventure. It is the story of the Lincoln Elementary School in San Jose, a school housed in an old building whose two sections date back to 1875 and 1907 respectively. It

Albion H. Horrall

serves a district in which the children, far from being "privileged," come from homes economically restricted, homes where 30 per cent of the parents are foreign born. It was a school which had, until 1935, gone its way quietly along the traditional path of the subject matter program, with so many minutes a day apportioned to each subject.

But in 1935 the Lincoln School principal, A. H. Horrall, who is also San Jose's assistant superintendent of schools, and his staff of teachers started on their adventure. They wanted to see if "progressive school" theories would work in such unpromising conditions. They worked wonderfully no doubt in many private schools, in demonstration classrooms, in groups of specially privileged children. Could they work in this old Lincoln School, with its high quota of foreign homes, its average I. Q. barely up to "normal" and its 13 per cent of undernourished children?

Well, they did work, and that is the story. It's a good story, well told and beautifully illustrated by significant photography. The story is an objective vindication of the progressive, child-centered, integrated program of education.

The book has two sections. The first is a description of the school and the children; the transition from subjects to children by way of units of interest, clubs and other school activities; and an evaluation of results. The second part is a detailed description of three units as they worked out in the group experience.

This is a book to put heart into the most discouraged teacher, striving against obstacles to meet the challenge of modern education. We take pride in this contribution of a neighboring city and its teachers to the contemporary literature of the school.

LET'S GO TO SCHOOL by Albion H. Horrall, Lydia E. Codone, Mabel S. Willson and Leah Smith Rhodes. McGraw-Hill Publishing Company. Price, $3.00.

DON'T "KEEP OFF THE GRASS"

The town of Selma has built two new schools this year, modern in every way. They are the Washington and the Garfield schools. The Washington School, which is across the tracks from the business section and the high school, houses grades one to eight. The new Garfield School not far from the high school and the intermediate school, takes care of grades one to five. The Garfield contains a very attractive auditorium with a capacity of approximately five hundred. Both schools are one-story structures of re-inforced concrete, built in an L, the rooms opening onto an outdoor covered corridor. The rooms are ample in size and have in addition a comfortably large work or activity room with space for books, tools, sink and tables. The buildings were erected with funds voted by the district supplemented with P. W. A. allotments.

The most delightful and exceptional thing about the Selma Schools is the type of playground that has been provided. Instead of the bare dirt or hard paving there are stretches of turf where the children can tear around to their hearts' content with no "Keep off the Grass" signs to hamper them. Groups of umbrella trees, those beloved stand-bys of the San Joaquin Valley, provide shade for the benches where the children gather to rest if it is too hot to play. Mothers of the town are continually grateful for the sod playgrounds and the fact that their children come home clean from the most vigorous play. The playgrounds are actually parks with their lawns and trees. There are two and a half acres at the Washington

School, four acres at the Garfield School and five acres at the Roosevelt. This acreage is all in lawn and under a sprinkler system.

Charles Edgecomb, District Superintendent of Schools, has supervised the Selma schools for twenty-two years. Mr. Edgecomb is not a Californian by birth but is truly one by adoption. He came to California in 1912 on a visit, expecting to return to Oklahoma where he was teaching. He had come to visit his parents who had moved to California, and he had no idea of staying. But being a school man who really loved his job he naturally visited schools and was so impressed with the methods and principles upon which the educational program was based that he decided to remain. In 1912 he secured a position as principal in the Clovis Grammar School, having taken the county examinations required in order to secure a teaching certificate in California at that time. The following year he was appointed a member of the County Board of Education, a position which he has held for twenty-five years. He remained in Clovis until 1916 when he was appointed district superintendent of Selma.

Mr. Edgecomb is a graduate of Teachers Colleges both in Oklahoma and Kansas and taught in both states for a time. After locating in California he continued his educational work at the Fresno State College securing an A. B. degree and junior high school credentials.

Mr. Edgecomb and his board are completely sold on the idea of lawns for the playgrounds in the Selma schools. The kindergarten is located in Lincoln Park. This was one of Mr. Edgecomb's early ventures and was effected the first year that he was superintendent. A portion of the park was dedicated for school purposes at that time.

* * * * *

Refusing to accept the adverse decision of a spring election, the Ventura Junior High School Board of Education called a second election in September and succeeded in passing a $250,000 bond issue, with an overwhelming majority. This bond issue will supplement a PWA grant, the money to be used in the construction of several new buildings for the Junior College. Construction is scheduled to begin shortly on the first of two units, the contract having already been given.

MISS MARY F. MOONEY RETIRES FROM THE SAN FRANCISCO PUBLIC SCHOOLS

On October 1 Miss Mary F. Mooney, Supervisor of Texts and Libraries in the San Francisco Public Schools, and organizer of the bureau, retired, but not to a life of seclusion. On October 4 Miss Mooney was married to Harry I. Allen, a lifelong friend.

Miss Mooney has been for a number of years a dominant figure in the California Teachers Association, holding some of the highest offices which any classroom teacher has held. She was at one time President of the California Teachers Association, Bay Section. She

Mary F. Mooney Allen

was a member of the board of directors of the California Teachers Association and chairman of the State Committee on Visual Education, Texts and Libraries. She was also NEA State Director for California. She is active in club memberships, particularly the Business and Professional Women's Club, and is a past president of the Soroptimist Club.

At a meeting of the Board of Education on September 27, Commissioner William F. Benedict reviewed Miss Mooney's service to the San Francisco public schools, first as a teacher at the Commercial Evening School, then as vice principal of the Washington Grammar School, and since 1924 as supervisor of Texts and Libraries. The Board expressed its regret that Miss Mooney was about to leave the service of the schools.

The San Francisco Public Schools Bulletin of October 3 says of Miss Mooney's service to the schools: "No reference to Miss Mooney would be complete without a testimonial to her genius as an organizer, her singleness of purpose, around which the Bureau of Texts and Libraries was organized to its present state of perfection. Besides her prestige among the professional group of teachers, Miss Mooney brought to the Library Bureau a native ability to get things done, which is recognized even by her associates who may not always be in full agreement with her immediate objectives.

"Among her co-workers in the bureau, Miss Mooney's retirement will be felt most keenly. The pride of the group of librarians in the high place which their division of the public school system holds has been due to Miss Mooney's dynamic personality and her constant effort in obtaining ever increasing annual appropriations to carry on this important work.

"She was instrumental in organizing the Classroom Teachers and was its first president. She has been active in discharging her professional responsibility in both state and national educational associations.

"An evidence of the loyalty of her group was seen in the reception given in Miss Mooney's honor at the Women's Athletic Club on Friday, September 23, and a second party at Solari's Grill on Wednesday evening, September 28. On Friday afternoon, Superintendent Nourse, before the entire administrative staff in the central office, presented Miss Mooney with a set of luggage, the gift of her co-workers.

"Not the least of Miss Mooney's accomplishments is a native wit which cropped out when a group was presenting her with a large bouquet last week: 'I'm glad to see these flowers before me now instead of on top of me later,' she said."

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THE STANFORD LANGUAGE ARTS INVESTIGATION CONFERENCE

By Dorothy C. Merigold
Head, Department of Foreign Languages
University High School, Los Angeles

One of the most significant secondary curriculum projects now under way is being carried out by Stanford University, operating under a grant of $45,000 from the General Education Board. The Stanford Language Arts Investigation was initiated a year ago for a three-year period, under the leadership of Dr. Grayson N. Kefauver, Dean of the School of Education. Co-directors are Dr. Walter V. Kaulfers and Mr. Holland D. Roberts of the School of Education, with Mrs. Barbara D. Cochran as permanent secretary. The staff this summer included Alvin C. Eurich, of Stanford University, and L. Kenneth Shumaker, of the University of Oregon. Research assistants are an important part of the staff; Mr. Don W. Karshner is performing vital experiments in English classes at the Menlo School, while Mr. Carl O. Paulson and Mr. Max Schiferl compile bulletins available to members of the cooperating schools.

The Visiting Lecturer for this summer conference was Dr. I. A. Richards, of Cambridge University. Dr. Richards is a leader in the much publicized science of semantics, the author of *The Meaning of Meaning*, and *Practical Criticism*, and interested in the practical application of Basic English.

The general purpose of the Stanford Language Arts Investigation is to emphasize the importance of language from the social viewpoint. This involves the fields of English, Social Studies, Foreign Languages, and Art and Music Appreciation in experimental programs of a wide variety, including integrated classes in English and Social Studies and in English and Foreign Languages, enrichment of foreign language courses through socially significant content, and the initiation of new-type courses such as Foreign Cultures, Orientation of Language Arts, and General Language.

The second summer conference of the Stanford Arts Investigation (June 27-July 22), included representatives of twenty-one participating schools drawn from ten localities of three states, California, Washington, and Arizona. The eighty-eight participants represented administrators, counsellors, curriculum directors, librarians, and teachers of English, social studies, and foreign languages.

Mr. W. Virgil Smith, Assistant Superintendent of Seattle Schools, led a large group from four Seattle high schools. Mr. Smith visited most of the schools in the Investigation this Spring.

A participant in several meetings was Mr. McConnville, Principal of San Mateo High School, which has for a number of years carried on courses in foreign cultures, one of the special departures being studied by the Investigation. Other administrator members of the conference were Mr. Andrew P. Hill, Superintendent of Santa Maria Union High School and Junior College, Mr. Jerome T. Light, Director of Guidance, and Miss Ethel Pope, Vice-principal of the same school, who are guiding a core curriculum under the Stanford Arts Investigation. Miss Edith Pence, Director of Curriculum, San Francisco Schools, attended the Language Arts Conference as well as participating in the Social Education Conference.

From Arizona Mr. Olney, Head of the English Department of Phoenix High School, Mr. Neil E. Cook, of the Phoenix Junior College, and Mr. Harvey L. Taylor, Superintendent of Mesa Union High School, made a number of contributions to sections studying English curriculum. Librarians were represented by Miss Catherine Davis, George Washington High School, San Francisco, and Miss Maybelle Davis of Santa Barbara Senior High School.

The conference reviewed programs carried on during the past year by members. Several distinguished speakers addressed the group. Dr. Grayson N. Kefauver gave an opening address on the topic: *The Creative Role of the Teacher*. Dr. Richards spoke in both general and section meetings on the teaching of English, the technical uses of Basic English, experiences in teaching Basic English to Chinese children, and gave readings for the Speech section. From the Stanford summer faculty came Mr. Warren D. Allen, of the Music Department, Dr. I. James Quillen and Dr. Alvin C. Eurich of the School of Education, with practical suggestions for furthering the work of the members. Lewis Mumford, addressed a special session of the conference in an informal discussion of his views on the subject of language arts. Dr. Lou Labrant, of Ohio State University, one of the leaders of the Progressive Education Conference at Mills College this summer, spoke on English usage and the teaching of English. Final speaker of the conference was the dean of American Education, Dr. Wm. H. Kilpatrick, who made an inspiring termination for the work of the summer with a summary of the significance of the language arts for education.

Miss Belle McKenzie of Seattle, well-known director of creative writing for *Scholastic*, acted as chairman of the Writing Laboratory. Co-chairmen of Creative Writing were Miss Sara Ashby of Sacramento and Mr. George E. Murphy of Seattle. The section on the Teaching of Literature was led by Holland D. Roberts. Dr. Harlen M. Adams and Mr. Leon T. Loofbourow, of Menlo School and Junior College, headed discussions in the sections on Integration in the Language Arts, and Speech and Radio.

Dr. Walter V. Kaulfers, Co-director of the Investigation, acted as chairman of the Foreign Language Section.

THE STANFORD READING CENTER

Closely allied with the work of the Language Arts Investigation was that of the Reading Center, or Reading Laboratory, under the direction of Holland D. Roberts of Stanford University and A. Eason Monroe of Menlo School and Junior College and Stanford University. The Center offered aid in reading to twenty-one high school students and provided practical laboratory experience to approximately forty graduate students in education.

Diagnosis of reading difficulties was unusually complete for the students who participated in the program, embodying such factors as health, visual efficiency, mental ability, personality adjustment, school achievement, and environment, as well as analysis of reading habits, attitudes, and abilities. Such modern diagnostic instruments as the Ophthalm-O-Graph and the Telebinocular were used.

The program of instruction placed major emphasis upon the building of favorable attitudes toward reading.

Evaluation of the results would indicate that the median gain for these students was more than a year in reading comprehension and more than four years in reading rate.

I'M FOR FREIGHTERS!

By Eva D. Edwards

Eva D. Edwards has all the urge of a globe trotter but a school principal's salary! Nevertheless she has managed to see the Orient twice and get clear around the world once, and now she's spent the summer on a freighter which nosed leisurely around the Caribbean Sea. After reading her story, "we're for freighters," too.

If you decided along about the time the hills were turning green in the spring that you'd look into the matter of a freighter trip for this summer, you no doubt had something of a shock. "All reservations taken long ago," you were probably told. "We take but twelve passengers." Luckily I secured a cancelled reservation in January. The start from New Orleans was scheduled for July 30. Having precious little idea of what I should take I cast about to find someone who had made such a voyage. It seemed that if any had survived they said very little about it on returning. So I prepared blindly and learned again that wisdom doesn't show so much in what one takes as in what one leaves at home.

I have decided that there are two kinds of people; those who can and those who can't take a freighter cruise—and like it. I am on the "like it" side. One must remember that the carrying of freight is the real and definite purpose of a freighter cruise. The twelve passengers are incidental—a situation which in itself is good for the soul's development. If constant amusement and organized entertainment are necessary to your happiness, you'd better stay at home. If the absence of a grand piano is likely to prove fatal, don't risk it. If you have to have absolute silence while you take your afternoon nap, you're in the wrong place. If your nerves are delicate and you are not going to be able to endure the grinding rattle of four big winches all going at once, you'd better reconsider. This may sometimes last all night with its deadly monotony punctured by the whoops and chatter of black stevedores.

Ours is a Norwegian freighter, Norwegian captain, officers and crew. We have, I am quite sure, the finest skipper that sails the seas. He's my idea of an Educated Man. He not only "knows his stuff" but after many talks with him I find that he knows far more than most men about the earth and the sea and the people thereon; and that he is most modest withal. He has sailed the Seven Seas since his young manhood, with open eyes and open mind and a keen sense of values. A twinkling sense of humor, fine consideration always for his "guests," never-ending patience in telling us the answers to questions his wisdom and experience have met through the years—such is our Captain Koren of the S. S. Austvangen.

We have the run of the ship. We spend hours on the Captain's bridge. We may even, if we're very quiet, stand by the clear-eyed pilot on the bridge and hear him give his sharp orders, echoed by the boy at the wheel: "Starboard"—"Starboard!" "Easy there!"—"Easy there!" There are plenty of deck sports. We have our daily "swim" in the canvas plunge aft. We dance in the moonlight on the wet deck to the music of a hoarse, salty-voiced victrola. O, there are lots of things doing on board, between ports!

We started out from New Orleans with a nearly full cargo in the holds. This was added to, and then subtracted from, at Mobile and then at Tampa. Pine lumber, to be scattered all along the way; rum barrels for Barbados, the staves in great piles and the heads neatly packed into barrels; crates of machinery for the orange-packing houses in Trinidad, where that industry is just beginning to be taken seriously; many bales of cotton yardage; great bundles and bales of paper bags for stores on the islands all the way down to the Antilles; thousands of big tin pails packed tightly into each other, making great solid-looking cylinders, these to be used for packing tallow in South American packing centers. Often these cargoes are left on lighters in Trinidad Harbor and put under guard for weeks, awaiting other freighters to reload them and carry them further.

After Tampa our next stop was Jamaica; then Guadeloupe, Martinique, Barbados, Trinidad. In the Guianas we made Georgetown and Paramaribo before we headed up the river.

The goal and reason for the cruise is bauxite. The night we steamed out of Paramaribo the holds were empty and clean. The next morning at dawn we were awakened by the change in the sound of the engine, a different rhythm. We dashed to our darkened portholes. No longer a world of dazzling blue tropic sea, but walls of jungle! Green—green—green jungle towered over our topmost masts! The river, winding and turning ahead of us was not more than two hundred feet wide. We were on our way up the Surinam River to the Moengo mines.

There were palms, bananas, tree-ferns, bamboo and countless kinds of trees and shrubs we could not identify. These were all bound together by great twisting, creeping vines and ropes of green leaved trailers. Masses of tall water plants that looked like calla lilies waded out from the banks into the river. Great white flowers with waxy petals and purple stamens mingled with trailing vines of great yellow blossoms. There were red flowers and purple and blue. Many orchids and other parasite plants clung to the big trees. There were some parrots and toucans, but never a monkey nor an alligator. Too bad. The captain says they are driven farther back into the jungle. They just can't stand the civilizing shriek of our booming boat whistle.

Quite frequently there were native settlements. Little clusters of dug-out canoes at the water's edge, a cleared place in the heavy growth and always two or three dozen naked black natives running down to the shore to shout and dance and call greetings. This coming and going of the bauxite ships make up their touch with the strange outside world which they have never seen. They paddle out in their long narrow dugouts and dart about us. "Chow Chow!" (Food) they cry, patting their black tummies. None of them look hungry, however. "Chapeaux" (Hats)—now patting their heads. (Where do you suppose they got that word to add to their "talkee-talkee"?) They seemed to want hats more than anything else. We had some extra ones and recklessly threw them over the side. They were frantic with joy and pride as they carefully placed choice specimens of last winter's "chic" creations on their mops of wool.

We reached the mines a little before dusk. It took nearly all night to load the ore. It is poured into the holds by means of a belt, engined by the big winches. These lumps of reddish, clay-like stones seem a far cry from the beautiful aluminum furniture of your modern office. It takes five tons of raw bauxite to make a ton of aluminum. We brought back 2,500 tons. Before daylight we were on our way down the river, through the jungles past the friendly native villages again, back to the open sea. A few more days, now, until we should land at New Orleans, the end of a grand cruise.

I'm for freighters!

A Unit on Home Life

Florence Jones Sparks, Teacher, Fremont School
Mabel C. Bennett, Supervisor, Alhambra Elementary Schools

This unit of work was carried on in a Transition 1B and 1B Room. There were twenty-six children in the group. The Transition 1B group consisted of children for whom a delayed reading program seemed most satisfactory.

Choice of the Unit

Since the group in this room was to consist of children of the Transition 1B and 1B levels, the individual differences in capacity and ability were indeed great. Thus, during the year, the problem of the teacher was to take each child at his own stage of development and to stimulate and guide him that he might acquire as rich a background as possible, striving to create readiness for reading within those children of Transition level, and a growth in and enjoyment of reading in those of 1B level.

The teacher wished to create a desire within the children to carry on a purposeful activity in order that valuable knowledges, habits and skills might be acquired in situations which would encourage the greatest possible learning. The teacher was eager to create in the room as natural a situation as possible where each child could find familiar elements and could progress from the known to the unknown, developing in self-confidence and in the ability to "carry through" a chosen piece of work. With these facts in mind, the teacher chose as her first unit of work "Home Life," and she so "set the stage" that the natural interest of the child in home activities could be carried over into school life.

Approach to the Unit

The activities of the home are of universal interest to children of this age. The teacher considered this interest and the "leading on" qualities of dramatic play in planning the approach.

Thus, she "set the stage" by arranging four portable blackboards in the shape of walls of a house and placing therein a cradle, doll and chair. Pictures of home activities were arranged in the schoolroom. Large picture puzzles made of three-ply wood depicted scenes of home life upon completion. A song, "Mother and Father" was prepared for use the first day. Stories of family life were in readiness. Books of interest were placed on the book table. Blocks, clay, easels with paint and crayolas completed the preparation of the room.

Development of the Unit

The children carried on dramatic play of home life and duties of the members of the family. Mother seemed to be of immediate interest to the children. She carried on many activities: cleaning the house, cooking meals, shopping for food and clothing, caring for the children, washing and ironing clothes, making clothes for the family, and playing with the children. The character of Father was much sought after in the dramatic play. He was a substantial person who carried out many activities: working at various occupations to provide for the family, caring for the exterior of the house and yard, taking the family for rides in the automobile, taking the children to the doctor, and playing with the children.

Children of all ages were represented in the dramatic play. The boys often carried on the activities of the father, helping with the work in the yard. They also kept the pets and worked in the garden. The girls helped the mother with her work, cared for the baby and played with the dolls. All of the children played a great deal in the yard, and often the father and mother joined in this play.

The dramatic play in the house caused a need for characters to represent other helpers of the community. The postman was a person of great esteem, and his arrival was awaited with eagerness. The doctor was a highly respected character, and the family visited his office often with apparent freedom from fear. The grocer seemed to be an essential character at each time that dramatic play was carried on. Any article of convenient size and shape in the room served as his stock. The milkman arrived at frequent intervals to leave his products at the door. The teacher noticed that many times there were two or three complete families visiting in the house at one time.

Construction Activities

Furniture was needed as soon as dramatic play was begun, and at a group discussion plans were formulated for the construction of this. The group felt that they needed the following: furniture made of boxes, chairs, tables, stove, cupboards, beds, refrigerator; other pieces of furniture and equipment for the house, lamps, bed clothes, pictures, rugs, clothes for the dolls, and curtains. The walls of the blackboard proved to be unsatisfactory, so the children built a house from refrigerator boxes, completed the interior and exterior of the house, and worked in the yard. Many new houses were being constructed in the community. While we were building our house, we made several excursions to these houses to watch construction and to observe the placement of rooms. An automobile was built with a wagon as a base, and the family enjoyed many happy moments riding to the park and the beach, and shopping.

Creative Expression

The children were stimulated to create stories of their experiences. These increased the speaking and understanding vocabulary, developed self-expression and confidence and thus broadened the background of the children. They built group stories of their activities. These were printed by the teacher on large tagboard charts in manuscript writing and used to build an interest in and background for reading. The vocabulary of these stories correlated highly with that which the teacher was attempting to build for the pre-primer work, and thus the children acquired a strong foundation for their work in reading by their interest in the unit. The children created simple songs and poems about their work. These were spontaneous as the construction and dramatic play were being carried on.

Stories created in correlation with the unit were:

Paint! Paint! Paint!
Paint the house.
Red paint.
Yellow paint.
Green paint.
Blue paint.
Oh! What fun!

Mother washes!
Washes! Washes!
Red dresses.
Blue dresses.
Yellow dresses.
Mother washes Jane's dresses.
Good, good Mother.

Houses! Houses!
Old houses.
New houses.
Seven new houses.
Oh! How pretty.

Other Activities

Dishes, pans, flower pots and bowls were modeled of clay. A rug was woven on a large loom with coarse rags. Stories on the charts were illustrated with large paintings. Friezes of home life and the activities of constructing the house were painted. Ideas were expressed in finger painting in which the results were especially free and rhythmical. Crayola drawings were made to illustrate activities of the members of the family. The sewing of clothes, curtains, upholstery for the furniture and bedding was done with a very large needle and coarse thread. The children made large rag dolls. They cut the patterns, sewed and stuffed them, made their hair and faces and dressed them. They used these continuously in their dramatic play.

The children learned the kinds of flowers that are common in yards, what trees were growing on the school grounds, and grew individual pots of pansies for the garden around the home. They acquired the rudiments of caring for the pets in the home.

The children planned well-balanced meals and cut pictures from magazines to illustrate these. Hours and conditions of sleeping were discussed. Cleanliness was of great importance, and many of the activities in dramatic play centered around this. The children learned to care for their bodies and their clothing.

Dramatic play often brought out discussions of safety in the home. This led to discussions of safety on the school yard and going to and from school.

By the latter part of the semester the children in the 1B group were reading pre-primers that correlated with home activities. The teacher printed booklets that were simple enough for the children to read and placed them on the book table. These consisted of stories of their activities as the work on the home progressed. The chart reading created great interest and developed excellent fundamental reading habits.

The teacher attempted to renew the books on the book table and the picture in the room at frequent intervals that the interest in them might be constant. Several moving pictures were shown to the children. One showed scenes of activities of home life and another showed the care of pets. Seatwork of various types correlated each day with the work being done on the unit.

The unit well under way, with participants completely "at home."

Termination of the Unit

The children created "The Doll Party," a rhythmic dramatization combining the songs, poems and stories that had been created, and using for a background the home and all of the furniture that had been constructed. They invited their mothers to come to see their home and the dramatization.

In all of the foregoing activities it was the desire of the teacher to stimulate the children to carry out the steps of learning. She attempted to "set the stage" so that the children would purpose, plan, execute and judge their own activities, in the way which would assure the greatest learning.

Outcomes

The children gained a better acquaintance with the ordinary facts about houses and homes. They acquired at least a rudimentary understanding of what constitutes a home. There was greater understanding of the duties and interdependence of the members of the family. The children acquired some knowledge of the workers of the community who come to the home. Those children of transition level acquired a background which caused them to grow in readiness for reading. Those children of 1B level felt a need for reading and developed in the enjoyment and technique of reading.

Each child grew in his ability to express himself, as well as in the ability to plan and execute an activity and to judge results. The speaking and understanding vocabularies of each child were greatly enriched. A simple concept of number and measurement was developed.

Each child increased his skill in handling tools and materials. All of the children grew in their ability to express their ideas in different media, paint, clay, crayola, etc. A home and environment were constructed that were satisfactory as a home to the child. Each child became more independent in his manual work and learned to attack new problems with confidence. Groups of children learned to work together to complete one object in which they were all interested.

The children established desirable personal habits of health, cleanliness, safety and loyalty. Each child realized that there are many tasks at home that he could and should perform. Desirable social attitudes of courtesy, cooperation, thrift, and the respect for others were strengthened. The children learned to appreciate what others do for them in the home. They gained a desire to keep their own homes and yards beautiful.

Library News

Edited by MABEL R. GILLIS, State Librarian

The Modoc County Library in the far northeast corner of the state has for the last few years been doing interesting work in close co-operation with the elementary schools of the county. Mrs. Peggy H. Gaskins, the county librarian, gives us here a graphic account of several phases of this activity.

ACT I

THE SCENE: The Modoc County Free Library.

THE TIME: 4:10 any Wednesday, Thursday, or Friday afternoon.

THE ACTION: The door opens, and the contents of one school bus is emptied into the library. The soles of heavy school shoes clatter noisily over the floor as the children from the outlying districts make their weekly visit to the library. They return books; books returned by one are asked for by another; they renew books; they go into elaborate explanations of how it happened that the pup managed to get hold of the book and chew the covers; books are selected for mother and for father; books for reports at school must be chosen, and the door closes after the last of them in from ten to fifteen minutes.

THE EVALUATION: It is a feverish few minutes for the librarian and her assistant, but as calm descends again there is a moment to think of the far reaching results of those hectic minutes. These children come to school on the bus every day the roads are not blocked with snow. They come from ranches and from small communities which are part of our union school district. The area covered is large. Many of them leave home early in the morning, returning late in the afternoon. One day a week they return home a little later than usual, for each bus driver has a day on which he brings his charges to the County Library. It is through these youngsters that we are able to fulfill one phase of our aim as a county library. It may be that the hurried weekly visit is not the ideal way of introducing young people to a library. It is, however, far better than having them completely unaware that the library does exist, and that they can find reading material for pleasure as well as for information. It will not be many years before these same boys and girls are the property owners and voters of our county or some other community. A pleasant memory of library associations while they were in school will do much to create a sympathetic state of mind in the consideration of library problems in the future. So it may be that what seems like a rather small thing now will prove to be an important one in the years ahead.

Through the books which these boys and girls take home, our books are made available to families on ranches in sparsely populated parts of the county who do not have access to branch libraries. Pleasure in reading is not in direct ratio to the distance between an individual and a library. Because the day's work is often long and hard, a western story, a good mystery, or perhaps a romance may constitute the sort of book needed. Even though earnest librarians are anxious to raise the reading level, there are times when the relaxation afforded by a not too exacting printed page has a value.

Although these visits may be almost bedlam while they last, the results are very much worthwhile to those served and to the librarian herself. The inrush of a sizeable group of young people has a salutary effect on her. It makes her realize anew that human beings, especially young ones, cannot be put on a catalog card and neatly filed according to rule. It again emphasizes that it is often her task to be the intermediary between the book and the individual who would enjoy it or who needs the information it contains.

ACT II

THE SCENE: The school department of the Modoc County Free Library.

THE TIME: The Saturday afternoon before school opens, just after the first teacher's meeting of the year.

THE CAST: The librarian and her assistant, two typewriters and "steen" teachers.

THE ACTION: The assistant is busily typing the invoice for books selected by the teacher standing at her elbow. The librarian, with a stack of books on one arm and a pack of 3 x 5 cards clutched in the other hand is hurrying toward the other typewriter. She is stopped at intervals on her trip across the floor by a battery of questions from the teachers: Where will I find material on Mexico? We are going to do a unit on it—We are going to study lumbering. The mill has just reopened—We are going to take a unit on California from the days of the Spanish—We are going to take California, too, but we are planning to stress the nature study angle rather than the history—Where can I find material on power? We've just completed a Rural Electrification project in our community, and I think this will be a good time to study about power in general and electricity particularly—I have 32 children in the eight grades—We are to have 73 children when we expected about 45, so we need more material—I don't know *what* to take. Can you suggest something? I want to do the discovery and exploration of America—We want to work on the westward movement—I want supplementary arithmetics—I want an assortment of pre-primers—

THE EVALUATION: Here we have another turbulent scene in the operation of a County Library with a very limited staff. All of these problems are reasonable and justifiable. The books must be selected. Sometimes the teacher is able to find all she wants, but more often she asks for assistance. Then comes the detail work of invoicing the books, packing, and loading them into the waiting car. There are constant interruptions, inevitable when each member of a group is concentrating on his particular problem and asking for help. We try to assist in every way we can.

Although the rush is of comparatively short duration, it has taken much preparation on our part to be ready for it.

Two years ago we felt that the books of our school collection were not adequately cataloged for the unit type of work which our teachers were using. Much valuable information was lost in books because they were not analyzed. Bibliographies could be made up and typed, but each year's purchase of books made such lists out of date. Working with the close cooperation of Mrs. Hallie M. Tierney, our County Superintendent of Schools, and Mr. Francis L. Drag, our Rural Supervisor, we made lists of units. With these units in mind, we set to work re-cataloging the collection. The contents of each book, of fiction as well as nonfiction, was considered. If its contents bore relation to a unit, an analytic card was made for that unit. We have found valuable material in books whose titles or classification numbers did not suggest the needed material hidden away between their covers. The title of Phelan's book

"Candlelight Tales" does not indicate an excellent chapter on the homespun suits of the pioneer days, material which would be most useful to a teacher using clothing as a unit.

Continuing to use the clothing unit as an example, we have found material in books on hygiene, on inventions, in geographies, in science books, in books on industries, on home economics, in histories, in books on various countries. A chapter here, a chapter there listed in our catalog has made material available which would otherwise be overlooked. The work involved in analyzing the contents of the books repays us well. In addition to making more material available, it helps us to see that each book in the collection is doing its fullest duty.

Each spring, when schools are closing, Mr. Drag asks the teachers to indicate what units they are considering for use in the fall. With this list of tentative units, we examine our book collection. Its strength or weakness on each particular unit is considered. After that, bibliographies are consulted and our orders are made up with the weak spots in the collection well in mind.

When a book is received, it is classified, its material considered in relation to units other than the one for which it was purchased, and analytics made for each subject it treats. The book is then assigned a grade level, which is put on the back strip. We do not say, "This is a sixth grade book" or "This is for the first grade." We have used an arbitrary system which has proved satisfactory during two years of use. We use the Roman numeral I for reading material for the first, second, and third grades. A book with II on its back strip is for the fourth and fifth grades, and III is for the sixth, seventh, and eighth grades. We find that we have avoided the danger of limiting the use of a book to one grade only, as might easily happen if only one grade is indicated. We have also saved ourselves much work in selecting books on any given unit for a school with all grades. A glance at the card catalog tells us the grade level of the books and enables us to select material for all levels automatically, without considering each book as we take it off the shelf.

Our cataloging and detail work are all very necessary, but they are not an end in themselves. They are rather a means to an end, and that end is getting the books to the teachers, and seeing that each book does a maximum amount of work.

NEWS NOTES

An enjoyable meeting of the San Francisco Bay Region Chapter of the Special Libraries Association was held on Treasure Island on the evening of September 20. After a delightful tour of the Island with competent guides who told the purposes of the buildings already under construction as well as plans for others, the group gathered for dinner in the Administration building. Miss K. Dorothy Ferguson, president, conducted the meeting, introducing the two speakers, Mr. Frank Peterson and Mr. Miller who substituted for George W. Malone, Consulting Engineer-Manager of The Industrial West, Inc. Mr. Peterson gave an interesting account of the Exposition project and what it means financially and otherwise to the people of California. Mr. Miller told of the series of industrial reports on the eleven western states now being prepared and described the gigantic relief map which The Industrial West, Inc., is erecting at the Exposition to show selected data from these reports. He also distributed some illustrative literature. Mr. Peterson then closed the meeting with some beautiful slides in color, showing views of the Exposition as it will appear next year. Miss Ferguson announced that the Special Libraries Association is hoping to have some of its members in the Information Booth on Treasure Island to give information to inquirers about the resources of California.

Among the guests at the meeting were J. B. Kaiser of the Oakland Free Library, Edith Coulter, School of Librarianship University of California, Kathleen Keating and Mary Cooper of the Berkeley Public Library, Mary Barmby of Alameda County Library, her sister Dr. Martha Barmby, and Mabel Gillis and Eleanor Hitt from the State Library.

Miss Mary Brown who has been librarian of the San Leandro Public Library since its beginning in 1905 has tendered her resignation, effective November first. Miss Brown has given devoted service to the library and its steady growth in size and service testifies to the success of her efforts.

Miss Marie E. Tinsley, a graduate of the University of California School of Librarianship, who has had experience in the Alameda County Library and more recently in another state, will succeed Miss Brown.

New instrumental courses for beginning pupils

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An attractive, practical, and easy group method of instruction prepared for the orchestra alone. 24 Pupils' Books, one for each instrument, prepare pupils for ensemble playing, first in unison and then in harmony, and finally in the complete orchestra. $0.85 for each Pupil's Book (Piano $1.00).

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California School Trustees

Edited by FLORENCE C. PORTER

THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

The Eighth Annual Convention of the California School Trustees Association has come and gone into history. Certain things in connection therewith seem to be quite noticeable. Among them are:

First: The Association is being accepted and regarded by the Trustees as their voice in school matters.

Second: The educators who have familiarized themselves with the work of the Association regard it with increasing approval.

Third: There is manifested a fine desire on the part of the State Colleges to work and cooperate with us in the selecting of our teachers and administrators and in the administrations of our schools generally.

These friends of ours do not seek to lessen our responsibilities but rather to encourage us to meet the challenge of our responsibilities a bit more earnestly and efficiently. They see in our Association the fact that we represent the voiceless public in school matters and that through us the public will make its interests in the schools more active and effective.

It is easy for us to assume a haphazard system of selecting employees. The employment of an administrator or a teacher is of extreme value and importance to the pupils of a District. The more dependable and reliable assistance we have in making such selections, the better. The Placement Bureaus of our State Colleges and Universities are always at our disposal. Greater use of the same will be of advantage to us. They are at our disposal. Let us make use of them.

The symposium at our Eighth Annual Convention upon the work of our Association in which Mr. Cobb, County Superintendent of Schools of Ventura County, Dr. Phelps of Santa Barbara College and Mr. McGinnis, our former Secretary, participated, showed very clearly the evaluation of our Association's work from their standpoint. It made us a little more conscious of our responsibilities and more anxious to fill the obligations imposed upon us by our trusteeships.

Those who attended the Convention heard some practical talks on timely subjects of interest to Trustees. The Convention was most profitable. Some of the topics considered were mentioned in the last issue of the Western Journal of Education.

Our next Convention will be held at Hotel Oakland, Oakland, California. Let everyone begin planning to attend the Convention. We would like to have representatives from every county in the state.

RECENT COURT DECISIONS AFFECTING SCHOOLS

Pupils Required to Salute the Flag

The governing board of a school district may prescribe a rule requiring pupils of the district to participate in a ceremony of saluting and pledging allegiance to the flag of the United States, and may expel a pupil who refuses to participate in such ceremony, even though the refusal of the pupil may be based upon the ground that participation in such a ceremony is forbidden by the religion of the pupil.

The governing board of a school district in adopting and enforcing such a rule does not violate the due process clauses of the Fourteenth Amendment to the Federal Constitution and of Section 13 of Article I of the State Constitution, the religious freedom clauses of the Federal Constitution and of Section 4 of Article I of the California Constitution. Consequently, the rule does not violate any constitutional rights of the pupil by excluding him from attendance upon the public schools of the district until such time as he complies with the rule.

The action of the governing board of a school district in matters in which the wisdom of the board's action may be so highly controversial that reasonable minds might well be divided as to the wisdom of such action, is conclusive. (Gabrielli v. Knickerbocker et al., 96 C.D. 575,—Pac (2nd)—).

School District Taxation

Note. *Only those portions of the decision cited as appear to relate to school district taxation are here digested.*

1. The tax rate of a school district under School Code section 4.374 must be found by dividing the amount of money required to be raised by district taxes by ninety per cent of the assessed valuation of the district.

2. Although Political Code section 3714 requires the board of supervisors of each county to fix the rates of district taxes designating "the number of cents" levied to raise the amount of the estimated expenditures, the word "cents" is used as an expression of value and includes fractions and multiples of the unit of value, as well as the unit itself, and the action does not permit the application of an even cent formula in the fixing of school district tax rates. The requirement of the statute that a levy be made "to raise the amount of the estimated expenditures" cannot be reasonably fulfilled by the application of an even cent formula which provides an unreasonably excessive sum above the estimated expenditures.

The law does prescribe to what decimal place the rate of levy should be carried, and a rate in any of several extensions may be proper. The rate fixed will result in a valid levy if the application of that rate will produce approximately the budget requirement, with no more than a slight excess allowable to cover the limitations of the formula. A rate will be held to result in an invalid levy if its application will produce a material and unreasonable excess over the estimated requirement. What constitutes the allowable slight excess and what amount constitutes a material and unreasonable excess is always a question of fact for the trial board.

3. A tax levy on the realty roll of a school district is void to the extent that tax levies for the same fund and same year on solvent credits and securities (Political Code section 3627a and section 16 of Article XIII of the California Constitution), and unsecured personal property taxes (section 9a of Article CIII of the California Constitution) were in whole or in part excluded from the computation of such levy (citing Otis v. Los Angeles County, 94 C.D. 185, 70 Pac(2nd) 633). A tax payer is not barred from questioning the validity of the levy by failing to appear or object at the hearing on the budget.

4. An excessive and invalid tax rate results in the payment of a sum of money which the county is not entitled to retain. The county cannot escape liability to make a refund, regardless of whether it has expended the excess revenue or has put it aside as a surplus. (Southern Service Company, Ltd. v. County of Los Angeles, etc., 96 C.D. 284 —Pac. (2nd) —).

APPELLATE COURT DECISION

Liability of a District for Injuries to a Pupil Resulting from Falling Locker

Where a student seated in the locker room of a public high school awaiting the dismissal of a class in which she was enrolled was injured by reason of a certain locker standing against the wall falling against her, and there was evidence that the locker was not properly fastened to the wall to prevent it falling and there was no evidence that the lockers had been installed by a competent contractor or that the mode of installation was proper, or evidence as to the manner in which the lockers in the room were periodically inspected by the school district, the district was liable in damages for the injury to the student under the following rule (citing Judson v. Grant, 107 Cal. 549):

"When a thing which causes injury is shown to be under the management of the defendant, and the accident is such as in the ordinary course of things does not happen if those who have the management use proper care, it affords reasonable evidence, in the absence of explanation by defendant, that the accident arose from a want of care." (Freund v. Oakland Board of Education et al., 94 C.A.D. 568, —Pac. (2nd) —).

Limitations on Expenditures of School Districts

Notwithstanding the provisions of School Code section 4.368, prohibiting a school district from expending for each major classification of expenditures listed in the district budget more than the amount budgeted therefor, funds of a school district withheld by a county auditor under the provisions of School Code sections 4.378 and 4.379 may be expended in accordance with the provisions of said sections in excess of the total amount prescribed by School Code section 4.368 (A.G.O. NS1090, July 15, 1938).

Minimum Annual Salary of Certificated Employees of School Districts

Under School Code section 5.751, the governing board of a school district has no authority to fix the annual salary of a full-time teacher at less than $1320, the provisions of the section being mandatory. (A.G.O. NS1118, July 29, 1938).

Purchase of Personal Property by School District

Opinions Nos. 10189 and 10891 of the Attorney General, holding that a school district may acquire a school bus through a rental agreement in the form suggested by the Attorney General with the seller under which the district subsequently acquires title to the bus, is applicable to the purchase of lockers and other personal property, assuming such transactions to be not mere subterfuges to evade the provisions of the Constitution prohibiting a school district from incurring an obligation during any school year in excess of its revenues for such school year. (A.G.O. NS1100, July 20, 1938).

National Public School Business Officials meet. An enthusiastic delegation of Public School Business Officials, under the leadership of State President S. C. Joyner of the Los Angeles City Schools, attended the National Convention in Chicago October 10-14. Advance in the general recognition of common interests and purposes of Business Officials and School Trustees is evidenced by the group of trustees attending the Chicago Convention. Full reports of the Convention activities will be given next March when the California P. S. B. O. A. holds its annual conference in Oakland.

* * * * *

Western Safety Conference. At the September conference in Los Angeles, members of the California Traffic Safety Commission joined with other interested persons in recommending that steps be taken by the State Department of Education to offer courses of instruction to teachers in our State Colleges, and to furnish an approved list of safety educational material and guides for development of safety education programs. The following Resolution is indicative of this interest:

Resolved that:

Whereas, the need for safety education in our schools is becoming increasingly apparent and serious, and whereas our teacher training institutions can materially aid in the development of such education; therefore, be it

Resolved, that we the members of the State Traffic Safety Commission request the teacher training institutions of the State of California to set up credit courses in safety education (it has been suggested that two units of credit in the social studies or similar courses might be advisable); and be it further

Resolved, that the State Department of Education be asked to authorize such action by State Colleges and to urge that similar plans be followed by other teacher training institutions.

* * * * *

10,000 Citizens on School Boards. Approximately 10,000 California citizens serve on the 2958 school boards which govern the 2990 school districts in California, according to figures recently compiled by the State Department of Education. Figures for the year 1936-1937 showed 2677 elementary school districts, 263 high school districts, 14 junior college districts and 36 unified school districts. The number of school trustees for any school district, except where city boards are otherwise authorized by law, is three, and it is definitely specified by law (except when other legal provision prevails) that each school district in the state shall be under the control of a Board of School Trustees.

* * * * *

Golden Gate International Exposition. The attention of school trustees is drawn to the opportunities offered by the Golden Gate Exposition for participation by local school groups. The theme of the educational program is "Interpretation of Modern Trends in Education," and exhibits will be chosen which best illustrate modern trends from the nursery schools on through Junior College and the University. These exhibits will be augmented by student competitions, discussion groups and other public meetings. Members of the California School Trustees Association may be especially helpful in giving publicity to plans in which their schools are interested or will participate, and in stimulating the interest of their school patrons.

* * * * *

CALIFORNIA—Magazine of the Pacific

Dedicated to the development of California and its many resources, *"California—Magazine of the Pacific"* issued monthly by the State Chamber of Commerce, is doing much to stimulate the interest of citizens in home industries and activities. Each month informative articles dealing with current issues are published, as well as educational and industrial discussions. This publication may well be included in the current literature supplied in public libraries as well as school libraries, where it will be found to be a valuable aid in the study of California.

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A COORDINATED PLAN FOR APPRENTICESHIP

Taking advantage of Federal funds which are available under certain conditions, secondary schools in several parts of the state are showing interest in the apprenticeship plan. This plan is based upon cooperation between employers in various trades, students and school administrators, and offers a splendid opportunity for practical training and experience. During a period of four-year apprenticeship a student is paid a stated wage, and must attend school a minimum of four hours a week. The Berkeley Board of Education has employed for the past year an Apprentice-Coordinator for the building trades, and at the present time some 200 boys are being employed as apprentices. Information may be obtained from the Department of Vocational Education, in Sacramento.

* * * * *

WPA Training Schools. So great has become the interest in recreational programs that a training school for playground workers was conducted in Kern County during the summer months. This is said to be the first school of its kind in the United States, and sixty students were enrolled. Under present plans workers in the Recreation Division of the WPA help with playground activities in each community, and the purpose of the present school was to create a staff capable of handling playground problems and qualified to carry on required supervision of programs sponsored by governing boards of school districts, and other community groups.

* * * * *

Practical Oilfields Training offered by Taft Union High School. The Board of Education of the Taft Union High School and Junior College has announced the establishment of an Advisory Board to assist in coordinating the work in school with work being done in the oil industry. The full term of the course offered is "Oilwell Machinery, Operation, Upkeep and Repair." The course was started in Taft four years ago, as one of the first in California. Only three other similar courses are now offered in California, although this type of instruction has won the approval of many leaders in the oil industry. As a practical outcome of completion of this course, efforts are made to place graduates in positions with responsible oil companies, and in some cases employers confer with students during the school term so that training may be given for some particular type of work.

* * * * *

County Unit Literature. Mr. A. W. Lyons, Secretary of the Fresno County Trustees Unit, is the author of a comprehensive statement of the activities of this active group. The statement sets forth the desirability of frequent meetings featuring open discussions of matters of immediate importance and interest, and also describes plans which have been found effective in arranging entertainment and transportation for trustees to the various parts of the County. Copies of this brochure are obtainable from Mr. Lyons or from the office of the Secretary of the C. S. T. A. in Bakersfield.

* * * * *

New Gymnasium and Pool for Mojave School

Members of the Mojave Elementary School Board, J. G. Sherrill, Clerk, awarded the contract recently for the erection of a new gymnasium and swimming pool, which will complete the Elementary School Plant. Cost of this unit will total $60,000. With the completion of these buildings, an expenditure of $200,000 during the past fifteen months will have been made on this site. A PWA grant of $27,000 has been obtained, and the work will be rushed to completion before the beginning of the next semester's work.

* * * * *

The Board of Education of Kern County Union High School at Bakersfield, recently accepted the new East Bakersfield High School Building and opened it for use September 18th. This is the first of a group of High School buildings designed for East Bakersfield, and costs in excess of $300,000. An initial registration of 550 students was reported, attendance being confined to Freshman and Sophomore classes. Mr. Kenneth W. Rich is Principal of the new School, which is the third branch High School to be established in the Kern County Union High School District. Dr. Thos. W. Nelson is District Superintendent.

* * * * *

Extensive alterations are under way at the San Rafael High School in Marin County, with plans for the installation of much new equipment in the immediate future.

Shafter School Shows Increase

As evidence of unprecedented growth in school population, school trustees of the Richland School in Shafter (Kern County) found it necessary to erect an entire new unit during the past summer months. The new building represents an expenditure of $42,000. Particular attention has been paid to inside arrangements, and a new trend in classroom lighting has been adopted, windows being so placed that it is possible to keep the entire room free of shadows. Special colors have been chosen for decoration, and floors and blackboards are treated to prevent glare. Present enrollment shows an increase of more than 250 pupils over this time last year, with new pupils being received every day.

* * * * *

The Board of School Trustees at Soledad (Monterey County) expect to build a new Auditorium at the Mission Grammar School, to cost in the neighborhood of $22,000. This is made possible by a PWA grant, and will give Soledad one of the most complete school plants in that vicinity.

* * * * *

New Buildings Completed. The Long Beach Board of Education announces the completion of a five-year building program financed by a bond issue of August, 1933, with the opening of the new Music and Arts Building for the Polytechnic High School. A total of some $7,975,000 has been expended in new buildings and rehabilitation of old buildings condemned after the earthquake, and the present High School plant is one of the finest in California. Mr. Burton Chace is President of the Board, other members including Mr. Franklin Robinson, Mr. Eugene Tincher, Dr. Walter B. Hill and Mrs. Blanche Drown.

* * * * *

Enrollment Changes. The tendencies of increase in secondary enrollment with decrease in elementary attendance, is borne out by figures recently released from Los Angeles City Schools, which show registration during the opening days of school this year of 432,931 students. Elementary schools showed a decrease over last year of some 8,000 pupils, while secondary schools increased 11,500 pupils over the same period.

Book Reviews

From Modern Youth Press, Inc.

YOUTH TODAY. Price per copy, 25c. This new magazine is a kind of "Reader's Digest" for youth past the juvenile stage but not yet adult. Leading publications of the day are represented in order to bring good reading within easy reach of young people. The magazine will serve, moreover, as a forum encouraging creative effort. Each issue will contain one or more outstanding articles or art by boys and girls. A boy and girl will be selected each month, too, for some outstanding achievement.

From Little, Brown & Company.

PROBLEMS AND VALUES TODAY, Volume II. By Eugene Hilton. Price, $1.68. For senior high school. Volume II of this title is a consideration of additional problems and values of present-day life. Broad basic units are organized around the fundamental principles, values and problems which demand the attention of Americans. Material for these units has been drawn from history, economics, civics, sociology, and philosophy. Some of the subjects for consideration are personality adjustment, education, economic organization, the home and the family, the common man's outlook, economic planning, corruption in present day America, social security, and vocational possibilities. Illustrations are sharply and humorously indicative of thought trends.

From the State Department of Education.

SURVEY OF SCHOOLHOUSING ADEQUACY IN CALIFORNIA ELEMENTARY SCHOOL DISTRICTS NOT ADMINISTERED BY CITY SUPERINTENDENTS OF SCHOOLS by Chas. Bursch, Chief, Division of Schoolhouse Planning. This bulletin contains information of value to those interested in the condition of school plants and sites outside the larger cities of California. Hundreds of field, clerical, and statistical workers have collected, analyzed and tabulated this information. Existing school plants have been examined for their adequacy. The assessed value and bonded indebtedness of each school district has been determined. Standards have been developed for schoolhouse adequacy, and these have been compared with existing school plant facilities. The cost of needed facilities for each district has been estimated.

From News Map of the Week, Inc.

NEWS MAP OF THE WEEK, $27.50 per 36-week subscription. A new map to facilitate the teaching of social studies through current events. Intended for wall display in the classroom the map is in four colors and four by three feet in size. It is to be published each Monday of the school year and to be accompanied by THE WORLD'S WEEK, a 16-page leaflet containing additional information about the week's happenings. Locations of events of importance are indicated on the map by numbers and symbolic cartoons. Indexed to correspond to these numbers are short, objective articles summarizing the week's news. Pictures, statistics, graphs and charts accompany these summaries. The appearance of this map marks one more step toward the "goal of synthesis" for learners which an increasingly complex world necessitates.

From Scott, Foresman and Company.

GROWTH IN READING. Book I. Price, $1.40. The first of a series constituting a basic course in reading for junior high school students. The authors have recognized the need for easy reading material in harmony with the interests of twelve-year olds as a basis for reading instruction which will help students to grow in reading power. The book is organized in units of central themes which suggest the social values that may accompany the course. These six themes are: Pastimes, Nature Adventures, Seeing the World, Modern Wonders, Early Americans, Our America. "Standard classics" are used only if they are of the same easy level and make contribution to these basic themes. Most of the selections, however, are from today's writers for children. Study aids induce the student to interpret what he reads.

From the Pacific Press Publishing Association, Mountain View, California.

SCIENCE SPEAKS TO YOUNG MEN, PLAIN FACTS FOR YOUNG WOMEN, THE CIGARETTE AS A PHYSICIAN SEES IT. Price, each, 25c. A series of pamphlets for adolescent boys and girls giving the necessary and important facts concerning tobacco, alcohol and narcotics. The present menace of marijuana is specially stressed. All are written by physicians, with a solid basis of fact, strengthened by narratives from the life of today in which boys and girls participate.

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November, 1938

California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

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3. The highest minimum salary law ever provided by a state for its teachers.

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3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

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1. Continuing contracts for teachers.
2. Greater state support for the public schools.
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5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

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2. Sierra Educational News, official magazine, ten times a year.
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4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

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2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
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Jottings of a Traveling Bookman

By W. M. CULP

The subject of social studies in the elementary grades, which has been debated during the past decade by educators throughout the United States, is still in a state of flux, although certain general characteristics are basic in most of the new social studies curricula. The question of how to unite history and geography in the same course, combining the elements of a progressive story of mankind with a description of natural environments that have not changed in the recorded history of the world, has been a bone of contention between historians and geographers. Each contend that in an integrated social studies course much of the real life of their subject is sacrificed. The social studies teacher replies that much of the content of history and geography as taught in the past should be obliterated, if the purpose of modern education is to give to the pupil an understanding of present surroundings as they affect his everyday life. To the social studies teacher the study of a dead past is of no value unless it gives a live interpretation of something of utility in the present.

The development of state social studies curricula based upon the integration of social studies subjects is a movement culminating in action only in the recent past. California under Miss Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, has published some of the most frequently consulted social studies curriculum material in the past few years. This year New York State under the direction of Miss Helen Hay Heyl, Chief, Bureau of Curriculum Development, State Department of Education, Albany, New York, is, in cooperation with various school centers throughout the state, working upon a new social studies curriculum.

The most recent state social studies curriculum is that of New Mexico published this past August by the State Department of Education of New Mexico. This social studies curriculum is a product of the State Curriculum Laboratory at the University of New Mexico, at Albuquerque, New Mexico. Mrs. Marie M. Hughes, Director of the State Curriculum Laboratory, is the person upon whom the responsibility rested, of putting into written form this new program in a brochure titled "Suggestions for the Reorganization of the Social Studies Program in the State of New Mexico." This new social studies program is published in a pamphlet of 44 pages. In reading through the pages of this new curriculum one is struck by the simplicity of phrase and definiteness of purposes outlined. This new course in social studies is to go to the teachers of the 31 counties of the state and to 1,138 schools, 600 of which are one-room. Mrs. Hughes in presenting the new program had in mind the conditions of life which confront the pupils of the New Mexico schools. Experiences that are vital to the New Mexico child are emphasized, and as such the areas of work are outlined as "Areas of Living" and include such basic social problems as Securing Food, Securing Clothing, Securing Shelter, Transporting People and Goods, Communicating with One Another, Earning a Living, Conserving Human Resources, Co-operating in Social and Civic Action, Exploring the Natural World. Each of these "Areas of Living" is discussed in the problems that may confront the pupil in studying each of them.

Quoting from the text: "These areas introduce the child to those processes of society that are among the most important and comprehensive of all the processes in which people engage. It is desirable to provide the child with experiences in each area. The focusing of attention first upon one area and then another will help the child define these processes of society. To achieve this purpose one or more aspects from each area of living is chosen for exploration at each grade level." In this New Mexico social studies program, "aspect" is used instead of "unit of work." To quote again: "The aspects suggested for exploration have been chosen according to a definite set of criteria. These criteria define the conditions that must be met by any aspect chosen for exploration. The exploration of any aspect must be an on-going experience that promotes the personal and social growth of the child."

We further quote the text as to the criteria for the choice of an aspect of an area of living to be explored at a given grade or age level, as this is one of the hardest problems confronting the social studies teacher. "1. Is the proposed aspect significant and representative of the area of living? 2. Insofar as can be judged, is the aspect important to the child? Can it be made significant? 3. May the aspect be explored through a wide range of experiences? 4. Does the exploration of the aspect provide opportunity for firsthand experiences? 5. Will the exploration acquaint the child with crucial data and relationships? Will it extend and enrich facts, concepts, and understandings previously acquired? 6. Are the understandings, concepts, relationships, and facts pertaining to the aspect (within the maturity of the child) comprehensible to the child at his present level of development? 7. Does it articulate with the build on the aspects previously

explored? 8. Does it allow for group sharing of purposes and experiences? 9. Does it afford opportunity for refinement of work and social habits at whatever level the child is, and in an increasing variety of situations (study and otherwise)? 10. Do the aspects explored tend increasingly to draw upon organized bodies of knowledge? 11. Are there materials whereby the teacher may acquire the necessary background to provide guidance in the exploration?"

Discussion then follows upon the adaption of the program to a particular community, relation of the program to the organized bodies of knowledge, geography and history, relation of the program to the societal arts of reading, language, and number. Further a definite outline is given of desirable experiences for use in an exploration of an aspect of an area of living, that can be gained from the use of books, newspapers, and magazines; the use of pictures and objects; the use of community resources; the use of observations and experiments; the use of participation in actual processes; the use of constructive activities; the use of graphic materials; the use of numbers; the use of language; participation in creative work; and development of appreciations. Concrete suggestions are then given as to what aspects of exploration should be given at each grade level. Briefly, there are for the first grade, understandings in relation to the immediate environment of home and school. In the second grade understandings to include the wider community, a program which is to be continued in the third grade. The fourth grade explorations introduce the child to the larger world. The fifth year continues the explorations to increase the child's understandings of man's relation to the natural world and to extend his understandings in relation to time. The sixth year extends his acquaintance with the world outside the United States. The seventh and eighth years emphasize the world today and what man is doing about it.

This new social studies program naturally calls for a reorganization of the daily program, and the manual suggests that the daily program be characterized by large blocks of time and flexibility, as the child should have those experiences which are of most value to him at the particular time. This may mean that there are days when longer time is spent on arithmetic practice, or a continuous half day for constructive activities. Often a quarter or half day may be spent upon an excursion. Recommendations for a characteristic daily program are as follows: 9:00-10:30 Social Studies; 10:30-11:00 Play (organized); 11:00-11:10 or 11:20 Rest; 11:20-12:00 Appreciations — literature, arts, music or some other form of expressional activity, possibly appreciation two days a week and language instruction for two or three days; 12:00-1:00 Noon; 1:00-2:00 Directed Reading; 2:00-2:15 Spelling and Writing; 2:15-2:30 Recess; 2:30-3:00 Directed arithmetic; 3:00-4:00 Individual work, club work, meeting of school council, chorus, etc. It is left for the teacher to decide which half day is devoted to the social studies. As a culminating aid to the teacher a Scope and Sequence Chart is pasted into the rear of the New Mexico Social Studies Booklet so as to give a comprehensive view of the whole of the new program.

The newly suggested Social Studies Program for the State of New Mexico is a product of the third year of work of the State Curriculum Laboratory organized to furnish a State Program for the Improvement of Instruction. This laboratory was made possible by a grant of the General Education Board, to the State of New Mexico and the University of New Mexico. Mrs. Hughes, Director of the Laboratory has been in charge of the work since its inception. Engaged in educational work in the State of New Mexico since 1920 Mrs. Hughes entered this new directorship well acquainted with the peculiar problems which are definitely those of New Mexico. Mrs. Hughes came originally from the State of Michigan. She is a graduate of the Central State Teachers College, Mount Pleasant, Michigan, and her first two years of teaching were in that state. She has degrees of A.B. and M.A. from the University of Chicago. Her work in New Mexico in the beginning was teaching in the Phelps Dodge copper camps, a position in the Las Cruces, N. M., Schools, a supervisorship of the Dona Ana County Schools, N. M., and five years at the San Jose Experimental School, a county school of Bernallilo County just outside the city limits of Albuquerque (of which county Albuquerque is a part), where for three years she acted as field supervisor and two years as principal. In the meantime Mrs. Hughes has taught at five Summer Sessions of the State College at Las Cruces, N. M.

The work at the San Jose Experimental School has proved most valuable to Mrs. Hughes in her State Laboratory work. This experimental school was run for seven years by the University of New Mexico under the direction of Dr. L. S. Tireman, Professor of Education of the University of New Mexico. It was a school comprised wholly of children of Mexican parentage. At its greatest enrollment it reached a student body of 700. At this school Dr. Tireman and his aids made much progress in the problem of teaching English to Mexican children. Owing to a reduction of State support this school several years ago was turned back to county supervision. It was then Mrs. Hughes entered her new position as director of the State Curriculum Laboratory.

Previous work of the New Mexico State Curriculum Laboratory has been the making of five bulletins on the Reorganization of the State Educational Program. These included bulletins upon handwriting, professional magazines, materials of instruction, including one on problems relating to obtaining materials, activities for non-recitation, and lists of free and inexpensive materials.

As content was gathered for New Mexico's new social studies course, it was tried out in various educational centers and reviewed by teachers and supervisors throughout the state. It is therefore a symposium of the best thought in the state. To Mrs. Hughes goes the credit of organizing the report in its final shape. Some of the persons connected with the program for the improvement of Instruction are: H. R. Rodgers, State Superintendent; Dr. L. S. Tireman, Professor of Education, University of New Mexico; Mr. Claude Dove, Professor of Psychology at State College; Miss Margaret Easterday, classroom teacher, Albuquerque; Miss Marianne Geyer, county supervisor, Santa Fe; W. E. Kerr, city superintendent, Artesia; F. A. Ogle, junior college, Portales; T. H. Schutte, director of teacher training, Silver City; and W. H. Sininger, director of teacher training, Las Vegas.

Western School News

Edited by MORRIS WAGNER

CARL C. CRESS SUPERVISES RIVERSIDE CURRICULA

Superintendent Ira C. Landis has appointed Carl C. Cress Supervisor of Curricula and Instruction in the River-

Carl C. Cress

side City Schools, the position formerly held by Doctor F. G. Macomber who is now in the Department of Education at the University of Oregon. Mr. Cress comes to Riverside from Oklahoma City, where for the past ten years he has been vice-principal and principal in junior high schools. His most recent position in Oklahoma City was that of Principal of Harding Junior High School.

Mr. Cress was born in Crescent, Oklahoma, and has done most of his school work in that state. He holds A. B. and M. S. degrees from the University of Oklahoma, and has completed his work for the Doctor's degree from Stanford. His work at Stanford began in the summer of 1934, and he has returned each summer since that time. In January, 1938, he came to Stanford as a resident and completed the work for his Ph. D. Half of his time during the spring and summer quarters was devoted to a survey of the high schools of Humboldt and Mendocino counties, a service which the counties had requested from Stanford. Dean Kefauver appointed Dr. Cress to carry on this work. In addition to making this survey Dr. Cress has for the last two summers been an assistant to Dean Kefauver and to John Sexson in their courses in administration.

Superintendent Ira Landis has carried on a progressive program in Riverside during his entire administration, which began in 1928. For the two preceeding years he had been assistant superintendent, and prior to that he had been superintendent of the county schools for seven and half years. In Superintendent Landis' program of curriculum development the term "curriculum" signifies the sum total of pupil activities under the guidance of the school. This concept implies, not the distinct segregation of curriculum and instruction, but curriculum development as a modification of classroom procedures and activities. It is recognized as essential that outlines of the activities and contents of the various areas, generally termed subjects, be developed. Curriculum work is of value, however, only as it actually modifies classroom teaching procedures and pupil activities. The term "course of study" is used to designate any printed or duplicated material outlining the work of a given area or subject.

Active participation of teachers in curriculum revision is essential. Teacher growth resulting from curriculum study is as valuable as any course of study which may be formulated. Curriculum revision will affect classroom instruction only as the teachers' point of view is modified. Curriculum development is a continuous process, and curriculum revision is thought of in terms of the whole school life of the child. Consequently, a vertical committee organization has been developed.

NEW FOWLER ELEMENTARY SCHOOL

The new Fowler elementary school, which opened on September 19, is a stream-lined building embodying architectural features new to California schools.

It is estimated that the building has in its various divisions 58 per cent more glass than is used in any similar building in California. *The Fresno Bee* of December 5, 1937, in forecasting plans for the new building, said: "Classroom walls are virtually all glass, with exterior ceiling overhang and projecting vertical awnings designed to afford both shade and added natural lighting." Of the auditorium, which is the only one of its kind in the state, the *Bee* says: "Functional modern arch work has been used in the auditorium interior, thus eliminating trusses and creating what architects term a sturdy insulated shell capable of withstanding more strain than the ordinary type construction."

The cost of the new building was $124,600 exclusive of architects' fees. Of this sum $45,000 was supplied by a Public Works Administration grant. There are ten classrooms, a library, cafeteria, an auditorium seating 600, an outside stage and three administrative offices. The heating plant is separate from the main structure; the steam pipes, water pipes, etc. are in a large concrete tunnel under the center of the building. The floors are concrete, covered with asphalt tile

Courtesy "California, Magazine of the Pacific"

Auditorium, Fowler Elementary School

blocks. The ceilings are insulated with steel wool and plastered with acoustic plaster. Between the main building and the heating plant is a patio which will seat about fifteen hundred people. This patio is directly in front of the outside concrete stage.

A. F. Bassett is Fowler's District Superintendent of Schools, having held that position since 1921. Prior to that he had been the principal at Sanger. Mr. Bassett received his degree from Fresno State College and has done additional work at the University of California.

UNITY FOR SAN FRANCISCO JUNIOR COLLEGE

Physical unity for long-segmented San Francisco Junior College is at last possible as a result of the recent success of the San Francisco school bond election, coupled with previous generosity of the Board of Education in supplying both building funds and the site of Balboa Park. In spirit and purpose the college has always been one. As President A. J. Cloud, writing for *The Guardsman,* official publication of the College, before the election, said: "The spirit of oneness in the student body of the San Francisco Junior College throughout its history has been a cause of rejoicing." This same spirit, Mr. Cloud said, would effect "e pluribus unum" in the form of a new building, combining the eighteen now separate locations of the college campus. The effectiveness of the campaign planned by both students and faculty to rouse voters to an awareness of the college's need was proved by the overwhelming majority with which the bonds were carried.

In the early part of December Mr. Cloud expects contracts to be let for the construction of the Science Building, first on the building program and costing $1,072,000. The site granted to the Junior College a year and a half ago by the Board of Education covers about fifty-five acres, and architects have tentatively sketched plans for buildings and landscaping to occupy this entire area. Only the Science Building has been worked out in detail, however; next in line are the gymnasiums for which $400,000 has already been appropriated, and thereafter the chief concern will be more classrooms. In time the college will have also a separate library building, an auditorium, a Little Theater, a football stadium, a greenhouse, tennis courts, fields for baseball, soccer, and archery, and perhaps eventually a swimming pool, though the last-named has not yet been approved by the Board of Education. Much of the site will be given over to landscaping so that the architects will have plenty of opportunity to set off their buildings attractively.

"Modern functional" describes the style of the Science Building, according to J. Paul Mohr, Registrar and Director of Personnel of the College. Glazed terra cotta tile will be used for facing the building, but inside raw cement will predominate. The whole purpose of plans for the interior is to provide flexibility and to allow for change. To this end the building will be constructed in four wings. There are three advantages to this arrangement: laboratories are thus placed nearer the central storage room (with a mezzanine to increase its already ample capacity); more daylight is afforded classrooms and laboratories; rooms may easily be adjusted in shape and size in accordance with future demands. One section, which will first be used for classrooms, will in time become the school's Science Museum. On the other hand what will at first constitute the library will eventually be divided into laboratories, when a separate library building has been constructed.

Fifteen classrooms, three laboratories and general offices will comprise the first floor; thirteen classrooms and six laboratories, the second floor; eleven classrooms and five laboratories, the third floor. Mechanical, civil, electrical and radio engineering laboratories will be in the basement. An elaborate antenna system will be provided, since radio engineering is to have a prominent place in the curriculum. The cafeteria, also located in the basement, will serve as a veritable laboratory for the Hotel and Restaurant Management division of the curriculum, one of the newer branches of study which has quickly won recognition for its value. The "fourth floor" is chiefly an observatory. It includes also dark rooms for developing photographs, and a hot house for plants used in the horticulture division, which has only this year been added to the curriculum.

The Science Building will probably be completed by January, 1940. President Cloud states: "We are pleased at the progress already made and are hopeful of steady and continued gains in the future. We wish to express thanks to Superintendent Nourse and the members of the Board of Education for their fine attitude and understanding of our needs, in the securing of this magnificent site and in the appropriation of such generous sums."

PROGRESSIVE EDUCATION CONFERENCE

The conference of the Southern California Regional Branch of the Progressive Education Association, its Fourth annual conference, was held at Los Angeles, October 14, 15, and 16, at the Biltmore Hotel. The program which was built around the theme of "Improvement of Human Relationships" especially with regard to the adjustments and stability of emotions, included such topics as "Environmental Conditions Affecting Emotions," "Motion Pictures, Drama, and Emotions," "Literature and Emotions," "Security," "The Ability to Face Reality," "Social Intelligence and Emotions," "Sex Education and Emotional Stability," "The Role of the Arts in Emotions," "Human Relationships and the International Scene," "The Role of Education in Developing Emotional Stability."

Mr. Arthur Gould, chairman of this regional branch and for several years its guiding spirit, and his steering committee provided this year a brilliant array of speakers, including not only educators, but economists, psychologists, clergymen, artists, and psychiatrists. This variety of talent made it possible to hear a subject discussed from viewpoints outside as well as inside the field of education. The meetings were well attended and marked by the usual eagerness and high interest of progressive teachers.

Speakers from the east were: Dr. Laura Zirbes, Professor of Education at Ohio State University, Dr. Alice V. Keliher, Chairman of the Commission on Human Relations of the Progressive Education Association, Dr. William Blatz, Director of St. George's School for Child Study, University of Toronto, and Dr. Daniel Prescott, Professor of Education at Rutgers University and Chairman of the Committee on Emotion and the Educative Process for the National Council of Education.

Dr. Zirbes, out of her rich experiences with children, discussed the nature of

experience and the significance of educative experiences. Once more she emphasized the fundamental tenet of progressive education: that the one who is experiencing is doing the learning. Dr. Blatz is a newcomer to Southern California audiences. His field of work has been largely with very young children. His newest book, "The Five Sisters", just off the press, tells of his own experience in the early education of the Dionne quintuplets. Dr. Blatz insisted that the emotions are tied up with each learning process and that the situation that aroused emotion is exactly the situation in which we have learned.

Said Dr. Alexander Meiklejohn of the San Francisco School for Social Studies, "Now that in the control of education, the church has given way to the state, can we restore the human family idea, the brotherhood of man, and the idea of being the sons and servants of God?" He believes that education is the most significant institution in Society, and that in an ill-adjusted society the pupil is bound to be ill-adjusted.

Dr. Gordon Watkins of U. C. L. A. made an appeal for reason rather than emotion.

Dr. Keliher said, "Freedom is cooperative, not hostile . . . Youth needs security and affection, security against hostility and fear." She discussed the stifling in German children of every kind of loving affection and ended her speech with the hope that American youth may find a "new way, the dream that man shall work out his destiny."

RURAL SUPERVISORS MEET

Mondays are not blue for the Central Section of the Rural Supervisors, for Monday, October 24, found a grand percentage of interested superintendents and supervisors and librarians gathered in Hanford for their first official nowwow. President Knapp of Merced presided over the customary business session. Several new supervisors were presented, also one who had deliberately changed her name, Mrs. Mowry nee Ruby Rose Waller. Following the business meeting the members divided into four committees to continue last year's work on four separate and distinct phases of work in supervision.

Bethel Mellor of Hanford gave a report of the completion of the committee work on Units of Work. One on "Water and Its Relationship to the Development of the San Joaquin Valley" had been compiled and typed. Approximately nine supervisors and twenty-three teachers and several hundred children had contributed to this in some way.

Mrs. Gladys Potter was the guest for the day and, as usual, gave encouragement, inspiration and honest-to-goodness help where needed.

Other meetings are scheduled for: December 9 and 10, at Fresno (in conjunction with the Pacific Southwest Conference on Adult Education); January 30, Merced; April 17, Stockton.

RESULTS OF SCHOOL ELECTIONS

Election primaries brought the following new county superintendents: Leo B. Hart, Kern; Thomas B. Price, Mariposa; George E. Hogan, Humboldt; Mary A. Mason, Lake; E. L. Hiteman, Imperial; T. C. McDaniel, Solano; Mildred Grant, Siskiyou; Mrs. Dorothy Clora Cragen, Inyo. Mrs. Agnes Meade was reelected in Yuba County. County Superintendents who retired voluntarily were: Minerva Ferguson, Lake; Dan White, Solano; Robert Dennis, Siskiyou; and E. J. Fitzgerald, El Dorado. Superintendents who lost at the primaries were: Herbert Healy, Kern; Roy Driggers, Tulare; C. B. Collins, Imperial; Elsie McGovern, Mariposa; Robert Bugbee, Humboldt; Eva Holmes, Napa; Mrs. Hazel Bengard, San Benito. In Marin County, Henry Greer, attorney, succeeds George E. Kendall, who died during the year.

Election finals brought victory to Mrs. Lillian H. Anderson in Napa; Lila Melendy, San Benito; Tillie N. Kruger, Plumas. In El Dorado, Harry Reese was at last reports trailing Kenneth McCoy by forty-eight votes with 273 absent voters' ballots to be counted. In Placer County reelection of Mrs. Portia F. Moss was uncertain, depending upon 500 absent voters' ballots to be counted.

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The Los Angeles County Teacher Institute

If it is in Los Angeles County, of course it is *Modern,* with a capital, and with all its implications for educational procedure. But Los Angeles County, under the leadership of Superintendent Clifton, has gone a step farther and has worked out a type of institute that is also *Modern* as to time and place.

California law requires an annual institute of three days. Custom crystalized the form it took. A central and convenient (more or less!) point in the county was chosen where all the teaching force met for three days of unbroken "inspiration" and other forms of "instruction in the art of teaching."

It had its good points, that old time institute. But at best it was an endurance test. Six consecutive sessions of passive listening often left even the most enthusiastic teacher with a feeling of paralysis instead of inspiration.

Time modified the established type. But to a considerable extent even today the old tradition prevails. Superintendent Clifton, however, has changed his county institute radically and completely.

In Los Angeles County, institute is in session for ten weeks of the fall term. It is in session on Saturdays, and on afternoons and evenings of school days. It is in session all over the extensive county. Teachers have a county wide choice of sessions. But they can always find an adequate choice convenient to their own districts.

There are general sessions planned for inspiration in the traditional sense. They really inspire. Los Angeles is a port of call for outstanding speakers, national and international. The long range institute program makes it possible to include great names, at the time they are available.

There are sessions which contribute to personal culture and the enrichment of background. These sessions are part of the programs of associations in the fields of arts and sciences. They have been incorporated into the program of the institute.

Opportunities to enlarge the understanding of social and economic problems of the day have been achieved by including in the institute program the sessions of various groups specially concerned with these contemporary issues.

But the great forward movement in Los Angeles County has been the program of intensive in-service training in the theory and techniques of teaching, made available to teachers through their institute. Here are some phases of this in-service training program:

Field trips to civic and industrial plants and institutions bring teachers into realistic contact with their environment. At the same time they receive training in the use of the field trip as part of their own teaching technique. Typical of such trips, in the current program, are plans for excursions to hospitals, jails, and courts; to steel mills, bakeries, Goodyear Rubber Company, Aero Industries.

A. R. Clifton

An administrator faced with the problem of providing "inspiration and instruction in the arts of teaching" to more than 5000 teachers, in a county system which includes towns with splendid schools complete from kindergarten to junior college, and which includes as well far off desert and mountain districts with one room, one teacher schoools.

There is a series of work shop lessons. Teachers trained in earlier days when the text book was the center of the program, may gain in these lessons instruction and practice in the handcrafts which play such an important part in the modern class room. Textile processes, metal craft, pottery, wood carving, leather work, painting, air craft construction (class room air craft!) are the work shop series listed for 1938. With the skill gained from these courses teachers can initiate and guide units of experience among their children with an assurance which can only be gained by a practical experience of their own.

There are a large number of sessions devoted to discussion of curriculum problems. But for the most part these are not lectures to which the attending teachers listen passively. They are more like work shop sessions. Actual class room experiences are narrated and work done by the children is offered for inspection by the teachers who were in charge. Results and outcomes are appraised by supervisors, and discussed by the participating group. For a portion of the institute period nineteen class rooms will be used for exhibits of children's work in the elementary grades. These exhibits will form a basis for evaluation of the units represented. In these forums, held in the very field of action, administrators, teachers and parents will join, to present their several problems and cooperate toward their solution.

A number of sessions in the 1938 program include, as speakers or panel, members of various parent organizations. In addition to this formal participation in the program, every effort is being made to enlarge the attendance of interested laymen in all the sessions. "Let the slogan for this year for each teacher be 'Bring a Parent.' "

Superintendent Clifton and Mrs. Lorraine Sherer, Director of Curriculum, Los Angeles County Schools, and Dr. C. C. Trillingham, Assistant County Superintendent of Schools, with their associates on the Institute Committee, have made an effort in planning the program to break down the tendency toward division between elementary and secondary school sessions. Teachers are encouraged to attend not only programs in the field of their own special activities but also some programs in the complementary field.

Thus the institute serves to consolidate the thinking of parents, and of elementary and secondary teachers.

This is the barest cross section of the opportunities offered during the ten weeks of the Los Angeles County Institute. An immense amount of administrative detail is involved in this program. Teachers must conform to the legal requirements for institute attendance. Their attendance must be certified. A complicated but effective system takes care of these requirements yet leaves wide freedom of choice. The pressing problem is not how to enforce attendance. Far from it. It is to provide ways and means to deal with the avalanche of requests to attend, not six, but often ten or fifteen sessions! Believe it or not.

A day spent in outlying districts of the county, dropping in on class room teachers, filled a note book with their comments in answer to the question: "How do you like your county institute? Better than the old type?"

"Well, we have all got behind with our knitting!" So one discerning teacher, with a twinkle in her eye, summed up the difference between the old passive three day session and this new dynamic experience which keeps hands as well as minds busy every crowded moment.

* * * * *

"During the institute I made some of the most interesting friends I have ever had. You really KNOW people when you work with them."

* * * * *

"In our curriculum group we exchanged actual experiences. We all talked the same language. Our institute work made a durable bond. We still meet occasionally for tea, and talk! We still have things to tell and ask each other."

* * * * *

"I find out what kind of an experience my children are interested in. I sign up for a work shop and curriculum unit that will prepare me to help them follow through with the subject they have chosen."

* * * * *

"I grew old in the traditional subject centered classroom. When the new methods of teaching began to come into the schools, I was bewildered and rebellious. I did not know how to handle classes in these freer and more active ways. Now with the help the institute has given me, I am growing young again, enjoying these more vital ways of teaching in a child centered curriculum."

* * * * *

"This is my first year of teaching. I am taking all the work shop units I can get. It is great to do with my hands the things I read about in books when I was in training."

* * * * *

"One institute session a week, even ten of them, is a stimulating experience. Six sessions in three days used to be paralyzing."

* * * * *

This Los Angeles institute that has met so satisfactorily the needs of a most complex situation, is a marvel of administrative planning. Mr. Clifton and his staff have accomplished the all but impossible.

Los Angeles County schools are spread over an area of 3107 square miles, equivalent to nearly one-half the area of Massachusetts. They serve a population estimated at 615,000. The districts of the county include one room desert schools and towns with complete modern systems. The administrative problems have been all but overwhelming.

Mr. Clifton has been at the head of this great educational net-work since 1931. He has been in the county since 1912, when he came to Monrovia as high school principal. In 1918 he was appointed superintendent of the Monrovia schools which he served until he assumed the duties of county superintendent.

A group of administrators in a work shop session. They can hand it out. Can they take it? They can.

Left to right: Helen P. Doak, San Gabriel; Charles D. Gibson, Mt. View; William H. Johnson, La Verne Heights; Don T. Delmet, Norwalk; Carl E. Gilbert, San Gabriel.

A High School "Goes Hollywood"

By JOHN ALLAN SMITH

Journalism Instructor, Fremont High School, Los Angeles

"Our World," as the students finally titled their picture, is said to be one of the first cinematic ventures in which all phases of acting, photographic, soundtracking, and editing, were done by the students themselves. The picture is a fine example of how several departments of instruction can cooperate and correlate their work.

Taking close-ups of the principals in "Our World."

"Weariness" sounds like a weak and clumsy excuse rather than a valid explanation of how the John C. Fremont High School of Los Angeles happened to engage upon a cinema project that resulted in perhaps the first complete feature-length motion picture entirely produced by a high school. But weariness, or boredom, seems to be about as good an explanation as any that can be offered. After the earthquake of 1933, the dramatics department of the school found its activities greatly curtailed because of an auditorium that was declared unsafe for occupancy. But the dramatics people resolved that though the earthquake could keep them from their customary three-act productions, it couldn't keep them from producing plays altogether—even if they had to be simple one-act plays in a bungalow that could seat a scant forty.

But this sturdy resolution began to falter after four years of "little theater" diet, and teacher and pupils alike were despairing that their auditorium would be rehabilitated. Then from someone, we're not sure whom, came the happy suggestion that we could make a motion picture, a real one with plot and everything else. Wasn't there a photography department in the school with Mr. Bach who had been an ace cameraman with Fox in the old days of the silents? Didn't we have Mr. Elger of the Art Department who'd made a study of editing and cutting film, and who'd always been the mentor for staging and lighting the major drama productions in the pre-earthquake days? Certainly we did. Seemingly, the necsary professional talent was on hand.

Obtaining the Script

But the scenario, the script? Where was it to come from? At the very outset we'd agreed that ours was to be no crusading educational picture that would set the student body on a campaign to become sturdy citizens of the world who'd fight evil and defend right at any cost. No, that wasn't what we wanted. Nothing would suffice but a true picture of ourselves, of our school days, of our teachers, of our pranks, of Fremont, yes, even of our puppy loves.

So off to Mrs. Mary P. Anderson, then head of the English Department, went an enthusiastic delegation of tyro actors and actresses to present their scenario problem to this unassuming lady of known creative talent. A few days later, after several conferences with these students and Mrs. Mabel Mattison, the drama instructor, Mrs. Anderson presented the class with a clothes-tree scenario on whose generous branches the Fremont Gables and Loys were for a year to drape their innumerable suggestions for sequences that fattened the scenario into the 50-minute picture which they later named "Our World."

Thus, for the instructors, it wasn't a matter of motivating students to a venture that was to last a full year but one of restraining adolescent imagination to a budget that would pass the principal and school auditor. The total cost of production was approximately $800, the greater portion of this sum going for negatives and developing which had to be procured from Eastman and Agfa.

Admittedly, the plot of the picture was old and stereotyped, one of boy meets girl; boy and girl quarrel because of second girl, boy and girl make up. But for the drama teacher it eliminated many of the vexations of teaching pupils how to portray more involved roles and allowed the students, who were passing through the first quickening of interest in the opposite sex, to be themselves.

Choosing the Cast

Once armed with a script that called for no elaborate sets other than the usual classroom and campus scenes and no wardrobe other than the students' own clothes, class sweaters, and paraphernalia, the drama students were ready to select the cast. Here, to an extent, Hollywood glamor came into its own and the class prepared for screen tests in which it was agreed photogenic qualities were to be counted along with ability to act and portray characters. As was to be expected, selection of the male lead proved a more simple task than did that of choosing the leading woman in which feminine rivalry ran at a higher pitch. Youthful ambitions,

as ever in adult life, had to bow before that impersonal critic, the camera, and one and all the students were satisfied to accept bit parts when the talents and photogenic qualities of other class members were unchallengeable. Makeup proved a simpler problem, with one exception, than anticipated, as the natural light of the out-of-doors, in which most of the sequences were laid, required only a slightly heavier application of the girls' own cosmetics. It was found that the unusually deep dimple, or cleft, in the chin of the leading girl could be remedied by a studied application of plastic clay.

Selecting the Camera

The photography boys, too, had their problems with which to wrestle. Although the school had taken "news" shots of all school and graduation activities every year since the school was started in 1924, the school's old camera did not have the adjustments and accessories for the fadeouts, dissolves, and closeups deemed necessary to the proportions of "Our World." After more conferences and evolution of a number of reasons calculated to convince us that our old camera had served a life of usefulness and deserved to be honorably retired, purchase of an Eastman Kodak 16 mm. Cine-Special was approved by the school authorities. At first it was hoped that we could make our picture in color but an investigation of the cost and an examination of the results of 16 mm. color photography brought us to the conclusion that it would be several times more expensive than the ordinary black and white and that at its best 16 mm. color work looked "washed out."

Production Starts

By this time almost half of the semester had flown away and speeding up production of the remaining one-act plays already promised the student body left the second-half of the term entirely clear for actual taking of the picture.

As the drama class occupied the last period of the day, it was possible to continue shooting a sequence after school hours until the work was done to satisfaction or until the declining sun decided for us that production had to be called off until the morrow. And here it might be added, was one of our major difficulties: providing uniform intensity of light for sequences taken five and six weeks apart but which when pieced together in the completed film had to follow each other directly.

At this stage in the production we began to appreciate that our time devoted to detailing the preliminaries had been well-spent. While our original scenario had been quite sketchy, the actual shooting script had been very carefully planned and detailed as to time, place, type of shots, characters, ideas to be conveyed to the audience, and the properties needed for each scene. This enabled us to go ahead with our work on a well-planned schedule of production. We not only rehearsed the parts several times but repeated them several more while the photographers focused their camera, and then had to repeat certain sequences as many as six and eight times to enable the camera to be replaced at various angles and locations. It was during such occasions that we wished we had had several cameras to train on the acting all at once thereby saving us numerous, exhausting repetitions.

Then the Editing

Approaching graduation, with several members of the cast to become alumni in a few weeks, put production on as real and intense a schedule as any Hollywood quickie. Right then and there we realized that all we could hope to do during the remainder of the semester would be to take all the sequences and let the editing and cutting hold over until the Fall semester. Thus we worked right up until the seniors, dressed in cap and gown, received their diplomas on Richer Field and, incidentally, afforded us one of our last and most important shots, the one in which Bob and Mary, the hero and heroine, make up their differences and Celine, the vixen, realizes that her conquests thereafter will have to be made elsewhere.

With the opening of the fall term, it was the art department's turn to fall-to, and, under the direction of Mr. Clifford Elger, shears and film cement were to whittle 5000 feet of 16 mm. film to the 1800 which now make up the completed picture. Here our respect and admiration for one highly skilled but relatively unknown occupation in the motion picture production business started skyrocketing. We were much too anxious to wait until the film had been edited before seeing it, so with some trepidation that our one positive might become unnecessarily scratched by being run through the projector too many times, Mr. Bach agreed to show us the picture in all its topsy-turvy order of taking. And now, when the picture is completed and has had its premiere in our rehabilitated auditorium, we look back with amazement that anyone could put such a jig-saw puzzle together and make it look like anything —but Mr. Elger and his boys and girls did.

Dubbing the Sound

Through the courtesy of Mrs. Percival of the music department, and acting upon the suggestions of the music and drama students, a selection of background music, consisting of light opera scores, glee club and festival songs, was recorded on both sides of four 12-inch discs. In addition, two attempts were made to record the voice of the assembly speaker as called for in the script, but, after piecing the speech word for word, we finally retained it in the completed picture only because it represented so many strenuous hours of work. We came to the conclusion that recording dialog was a little too advanced for our novice talents.

Other Problems

Among a few of the other things we learned can be listed these observations: A blackboard makes a very poor background because of insufficient contrast; plenty of footage must be used to get desired effects; the "long" shots should be done first, working down to the "closeups"; stills to be used for advertising and publicity purposes should be taken as the picture progresses; the laboratory work on 16 mm. film is not on a standard with the tested work of 35 mm. film; sound is very expensive and must be very carefully done, but it is quite possible to dub in bells, whistles, applause, cheering, and yelling; because pupils become exhausted and weary toward the end of production, it is advisable that the most important shots be taken during the first few weeks of filming; thought must be given to the clothes to be worn by the actors and a schedule worked out so that pupils will come dressed in the same clothes as called for in the script.

Library News

Edited by MABEL R. GILLIS, State Librarian

FALL MEETINGS BEGIN

This is the time of year when librarians as well as teachers and other professional groups start their activities for the season by meeting to evaluate last year's results and the coming year's aims and hopes. Already we can report for the Special Librarians, the School Library Association, and one district of the California Library Association. Of special interest to us now also is any American Library Association action, since that organization will meet in San Francisco next June.

The San Francisco Bay Chapter of the Special Libraries Association met at the Women's City Club in San Francisco on October 18 to discuss the very important subject of Microfilming. A panel, led by Mr. H. De Bivort, covered the many questions connected with this aid to librarians in giving adequate service to their borrowers. The first speaker was Neal Harlow, who is at present a member of the Bancroft Library staff, but who will join the State Library as Senior Librarian in the California Section on December first. Mr. Harlow gave an excellent resume of Microfilming, briefly reviewing its history and then discussing present developments in equipment, methods and uses. Edwin T. Coman, Jr., Librarian of the Graduate School of Business of Stanford University, told of the use that particular department makes of microphotography and described its way of filing certain short length film. The method of cataloging microfilm copies of books, etc. at Stanford University was described by Albert C. Gerould of the Reference Department. Mr. Gerould ably presented problems involved in cataloging of this material and various viewpoints concerning them. Mr. De Bivort, who is a statistician and accountant with an interest in microfilming as a personal hobby, drew attention to some publications concerning microphotography and the discussion was followed by a demonstration of machines for microfilming and for reading films.

At the close of the meeting Miss K. Dorothy Ferguson, president of the Association, announced the appointment of a committee to act as a clearing house for information on Microfilming. The chairman of the committee is Margaret Miller, librarian for the Standard Oil Company.

American Library Association

State Librarian Mabel R. Gillis attended the meeting of the Executive Board of the American Library Association in Chicago early in October and found that there was great interest among Board members in the annual meeting of the Association next June 18-24. The general opinion seemed to be that a large attendance was assured since so many members of the Association have expressed the determination to attend the Convention, visit the Exposition and see as much of California as possible next year. The present president of the American Library Association is Dr. Milton J. Ferguson, Librarian of the Brooklyn Public Library, who was State Librarian of California from 1917 to 1930. The meeting in San Francisco will bring to California the most prominent librarians from all over the country.

School Librarians

Every year the School Library Association meets in annual session in addition to the more frequent gatherings of the Northern and Southern Sections. This year's meeting was held at Giant Forest Winter Camp, Sequoia National Park, October 29-30. It was conducted by the President, C. Louise Roewekamp, librarian of the Manual Arts High School, Los Angeles. A cordial welcome was given the delegates by Mr. George L. Mauger, General Manager, Sequoia and General Grant National Park Company, and Mrs. Mauger, the former Rosa Cage, who was President of the Southern Section of the School Library Association while she was librarian of the Polytechnic High School in Riverside.

The opening luncheon held in the home of Colonel and Mrs. John R. White was followed by speeches by Mr. Mauger, by Colonel White, who is Chief of Operations of the National Park Service, and Judge Walter Fry, U. S. Commissioner and author of "Big Trees" in collaboration with Colonel White. Section meetings were then held by the various groups on the following subjects: Elementary School librarians —New Books, New Worlds; Junior High—Laboratory or What?; Senior High—Our Changing World; Junior College—Junior College Developments.

The banquet guest speaker was Ruth Comfort Mitchell always popular with library groups whatever their particular interests may be. Jean Campbell Macmillan, author of "Candlelight to Dawn" and "Bridge to Dreamland" was unable to take part in the program as had been planned but Elizabeth Patton, Librarian of Garfield Junior High School, Berkeley, gave some facts about her and her work and read some of her poems.

Interesting contributions to the program were made by J. S. Goodsell, vice-principal of Polytechnic High School, Los Angeles, with his demonstration of the ophthalmoscope and Albion H. Horrall, assistant superintendent of schools of San Jose, who told some of his adventures while writing "Let's Go To School."

A conducted tour embracing some features of the Park had to be omitted Sunday morning due to rain, but the enthusiasm of the group was in no way dampened and there was general agreement concerning the pleasure and profit derived from this annual session.

Portola District Meets

Portola District of the California Library Association covers a far-flung territory, including coast counties from Mendocino on the north to Monterey on the south. When the librarians of that district convene for their annual session, therefore, they usually choose a resort meeting place and plan a week-end together. This year Lokoya Lodge in Napa County was the chosen spot and that rainy Saturday and Sunday, October 29-30, the time.

Dorothy Wents, Solano County Librarian, president of the District, was happy to have the state president Sydney B. Mitchell and Mrs. Mitchell present to participate in the program and in the informal conferences around the big stone fireplace. Mr. Mitchell spoke briefly at the luncheon meeting giving the group the information that on the previous Saturday the Executive Committee had considered again the problem of certification for librarians and

had decided to present a certification bill to the 1939 legislature and work for its adoption. In the evening Mr. Mitchell spoke more at length, giving first in a very happy vein his experiences at the meetings of the American Library Association when he was very new to the profession and following that by a very thoughtful talk on "Libraries and Librarians Aid Democracy."

Other speakers were Mrs. Duncan Robinson of Rio Vista, president of the California Federation of Women's Clubs, always a friend of libraries personally as well as in her official capacity, State Librarian Mabel R. Gillis, who gave some observations on her recent trip to Chicago to attend the meeting of the Executive Board of the A. L. A. and visit the headquarters of the Association there, and Dr. Evelyn Steel Little, Librarian of Mills College, who gave a thoughtful and stimulating talk on the selection of the right book for those who come to librarians seeking information or relaxation.

The last pleasure of the evening program was contributed by Frances Clark Sayers, who told three stories appropriate to the Halloween season while the librarians were seated in front of the huge fireplace with its cheerful roaring fire. Mrs. Sayers tells stories with charm and discrimination and always delights her audience.

As an important end for the evening Clara Dills, San Mateo County Librarian, tied a scarf gypsy fashion about her head and told fortunes, while many lingered to talk in groups or toast marshmallows and pop corn.

On Sunday morning the rain was falling gently but steadily. Nevertheless the Junior members breakfast was a success, as a large group of Juniors came to join those already at Lokoya Lodge. Joseph Belloli, librarian of the Pacific Grove Public Library and president of the state Junior group, was present during both days. Mrs. Marie Wild of the Oakland Library staff, Junior representative of the two districts, Portola and San Francisco Bay, was present for the breakfast and presided at the meeting that followed. The juniors in these two districts combined a year or so ago.

As the delegates left the Lodge they carried with them the farewells of Miss Wents, the President, and Mrs. Thelma van Groos, Secretary of the Portola District, to both of whom much praise is due for another successful week-end meeting.

* * *

NEWS NOTES

Beulah Mumm, Reference Librarian, represented the State Library at the meeting of the School Library Association at Sequoia National Park. She accompanied Katharine Leithold, librarian of the C. K. McClatchy High School, Sacramento. John D. Henderson, State Library Field Representative, recently participated in the meeting of the Government Research Council at Los Angeles.

* * *

Jessie Lea, librarian of Contra Costa County Library, held a meeting of her branch custodians in Martinez during October. It was concerned with practical matters for the greater information of those who are serving the public in various communities of the county.

* * *

Minette Stoddard has also held a custodians' meeting this month. It was a joint meeting for Merced and Mariposa counties. The libraries of both these counties are under the direction of Miss Stoddard.

* * *

Two recent appointments to library staffs are Dorothy Russell who goes to San Benito County and Edith W. Taylor to Ventura County. Miss Russell is a graduate of the 1938 class of the University of California School of Librarianship and has been having experience in the San Francisco Public Library since graduation. Miss Taylor graduated from Occidental College and Riverside Library Service School and has had some years of experience in public, university and special libraries.

* * *

Robert Rea, librarian of San Francisco Public Library, has been appointed chairman of the local committee to arrange for the American Library Association convention in San Francisco. Susan T. Smith, librarian of Berkeley Public Library, has been named vice-chairman.

* * *

Coalinga High School District Library has a new assistant librarian, Howard M. Rowe. Mr. Rowe graduated from the School of Librarianship at the University of California in 1935.

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Edited by **FLORENCE C. PORTER**

MESSAGE FROM THE PRESIDENT

By G. L. Aynesworth

The new school year has begun most auspiciously throughout the entire state. County Trustees' meetings in several counties have already been held or are soon to be called. Our relations with the various County Superintendents of Schools have been most cordial and happy. The Superintendents have done much to promote and advance our work. By reason of the recent election, some of our friends have been removed from office. We are sure, however, that their successors in office will be cordial, cooperative and helpful. It is a part of our responsibility to contact the new superintendents and to present to them the full meaning and purpose of our Association and the manner in which it can be helpful in the carrying out of their county school work. We are glad to extend to them our hope for a successful administration.

Last Saturday your President was privileged to attend the County Trustees' Institute of Kern County. A fine, enthusiastic gathering of Trustees was present and heard discussed the work of the Association and also listened to a fine address by Mr. Walter Morgan of the State Department of Education. Probably as fine a talk as any group of Trustees has listened to in a long time was delivered by Deputy District Attorney Palmer of Kern County, in which he outlined the three sources of liability on the part of Trustees. He first called attention to the criminal liability that a Trustee may incur by reason of dereliction of duty while in office, then their general civil liability, and their liability for negligence.

It is a bit early to discuss the selection of teachers and administrators for the coming year. It is hoped that each District will have chosen its teachers and administrators so wisely that it will be unnecessary to make any changes at the end of the year, but if additional teachers have to be employed or changes in the administrative or teaching personnel become necessary, we trust the Trustees will make greater use of the Placement Bureaus of our State Colleges and Universities in the selection of such employees. Our County Superintendents frequently have more intimate knowledge concerning teachers than Board members have and it is always well to ascertain from County Superintendents, where possible, whatever knowledge they have of the prospective employees. In other words, Board members should obtain all available information concerning employees, before making contracts of employment. Even after doing that, mistakes will sometimes be made. The average teacher today has a fairly good educational background. Personality, practical judgment and sound commonsense are still essential characteristics of an efficient teacher, and knowledge of these things can be had only by keen observation and investigation of the past life and work of teachers.

Do not hesitate to call upon your President, Secretary and members of the Board of Directors for aid in solving any problem or questions which you may have. We do not have the answer to all of your questions or problems, but we want to be helpful and will try to assist you in the solution of your difficulties.

* * * * *

The regular quarterly Board of Directors meeting will be held December 3rd, in Oakland, with members of the State Legislative Committee as guests.

C.S.T.A. LEGISLATIVE COMMITTEE 1938-1939

Mrs. I. E. Porter, Gen'l Chairman
Bakersfield

Mr. John J. Allen, Jr.....Oakland
Dr. Louise Hector.....Berkeley
Mr. J. Harold Caulfield.....
.....San Francisco
Mrs. Mildred Bevil.....Sacramento
Mr. W. E. Stewart.....Danville
Dr. Pearl Oliphant.....Santa Cruz
Mr. H. J. Mayo.....Compton
Mr. A. W. Lyons.....Fresno
Mr. Floyd S. Cooley.....Taft
Mr. Franklin Robinson.....
.....Long Beach
Mr. George Lindelof....Hawthorne
Mrs. Marion Jones.....Burbank
Mrs. L. S. Rounsavelle.....
.....Los Angeles

FRESNO BUILDING PLANS

Fresno City School District has recently completed a bond election, which carried by six to one. A building program of $1,550,000 for the High School and $300,000 for the Elementary School is to be begun as soon as a Federal grant can be obtained. In the Elementary Schools there will be ten combined lunchrooms and auditoriums, costing approximately $147,000. About ten additional class rooms will be constructed. All grounds that are not fenced will be fenced with the most modern system of fencing. All buildings will be given the most modern electrical equipment. A lighting expert has been employed and each building will be relighted in accordance with the needs of the respective rooms, so that the eye-sight of the children may be conserved. All the schools will have modern equipment.

The High School District will build one Junior High School, consisting of approximately thirty-five rooms, gymnasium and shop building, all being properly lighted and equipped throughout. At the Roosevelt High School a large modern gymnasium, a large auditorium seating two thousand, thirty-four additional class rooms, and a modern shop will be constructed. At Edison Technical High School fourteen additional class rooms will be built. Fifteen acres of additional ground have been purchased. At Fresno High School a modern shop building will be constructed and the gymnasium remodeled. At Washington Junior High School the shop will be enlarged and general improvements made in the buildings and grounds. All High School properties will be completely fenced. All buildings will be rewired and proper artificial lighting installed in each room. Complete fire alarm systems and communicating systems will be installed in each building. Fresno's educational plant will be as modern and up-to-date as any in the state, when this program is completed.

N.E.A. Convention in San Francisco: The 1939 Convention of the National Education Association will be held in San Francisco July 2nd to 6th. This Convention will bring to California many eminent educational leaders as well as some thousands of teachers and other persons particularly interested in public education. Members of Govern-

ing Boards may do much to stimulate interest in this conference by urging their teachers to attend the San Francisco meetings.

L. A. COUNTY TRUSTEES MEET

L. A. County Trustees met at a dinner meeting in the cafeteria of the Beverly Hills High School October 28th, and elected the following persons to serve as officers for the coming year: President, Mrs. Ruth Blanchard, Inglewood; Vice-President, Mrs. Josephine H. Fitger, Beverly Hills; Secretary, Mrs. Ruth Eades, Inglewood; Mr. Eugene Tincher of the Long Beach Board of Education, discussed Compensation Insurance and Mr. Wright discussed Amendment No. 20 and its effect on public education. The C.S.T.A. was represented by the Secretary, Mrs. I. E. Porter.

VENTURA COUNTY UNIT

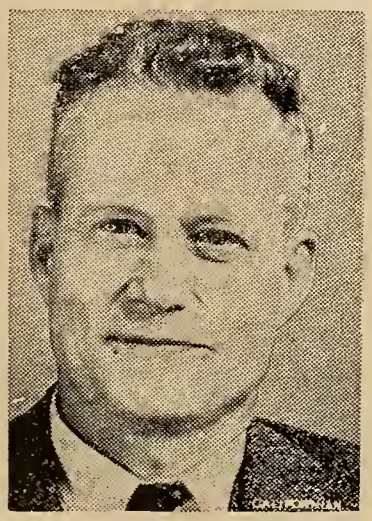
Members of the Ventura County Unit held a dinner meeting October 21st in Santa Paula in the cafeteria of the High School, with seventy members in attendance. In the absence of Mrs. Ellis Giacomazzi, Mrs. Lois Warren presided. Mrs. Warren gave an interesting resume of the recent C.S.T.A. Convention held in Los Angeles, and introduced Mrs. I. E. Porter as the after-dinner speaker. Miss Mary Clint Irion of the L. A. County Schools, discussed the use of Visual Aids in class rooms, and demonstrated her address with motion pictures.

The resignation of Mrs. Warren as President of the Unit, was announced, and Mr. L. G. Burson of the Fillmore Union School was elected to fill this vacancy. Ventura County Unit is one of the most active in membership in the state, and at the present time is working with the High School Principals Association in an effort to modify present transportation rules which affect the entire state.

Teachers for C. C. C. Camp: Kern County Union High School has for some years maintained classes at the C. C. C. camp at Kernville, and this year has agreed to furnish two teachers for this work. Several boys in the camp have only a few units to complete for high school graduation, and there is a general interest in the opportunities offered for education.

WARREN STOCKTON RESIGNS

Because of his recent election as Judge of the Superior Court in Kern County, Mr. Warren Stockton has found it necessary to resign as trustee of the Standard Elementary School, a position which he has held for the past nine years. During this time Standard School has trebled in school population, and added several buildings to its plant, including a $100,000.00 Auditorium which is one of the finest of its kind to be found in elementary schools. Always alert to the needs of a community, Mr. Stockton was one of the first to realize that supervised recreation might



Warren Stockton

be provided under existing school laws, and Standard School in 1930 was a leader in this movement. Each year the interest has grown until now evening baseball is sponsored during the summer months, and hundreds of children take advantage of the fine playgrounds and equipment furnished. As first State President of the C. S. T. A. Mr. Stockton has become acquainted with many school people who will regret his resignation but share his pleasure in his new work.

NOTE TO SUPERINTENDENTS

The California School Trustees Association does not approve the meeting called by a few middlewestern trustees in Chicago early in December to organize a National Association of School Trustees. We prefer to continue the study begun with other State Associations and Educators, results of which will be reported in Cleveland, next February, at the annual convention of the American Association of School Administrators.

KERN COUNTY TRUSTEES INSTITUTE

Continuing a practice of several years, County Superintendent Herbert Healy held an Annual Trustees Institute at the Hotel El Tejon in Bakersfield on October 22nd. Speakers on the program included Mr. Walter Morgan, Ass't Supt. of Public Instruction, Mr. G. L. Aynesworth, President of the California School Trustees Association and Mr. O. W. Palmer, Deputy District Attorney of Kern County. About one hundred trustees attended the meeting, and during the business session elected Mr. John Stephens of the Midway School District, at Fellows, to serve as President of the Kern County Unit during the coming year. Mr. Chas. Zuercher of Beardsley, and Mr. H. G. Ball of McKittrick were elected Vice-President and Secretary respectively. During the meeting a tribute of appreciation was paid Mr. Healy for the fine work which he has accomplished in the County office, and the efficient manner in which it has always been maintained.

FRESNO COUNTY UNIT MEETING

At the last meeting of the Fresno County Unit of the California School Trustees Association, held in the Kerman Union High School at Kerman, the trustees were treated to a demonstration of a novel machine used by the Kerman Union High School in their music and public-speaking classes.

The machine is an instantaneous recording machine which records the selection being rendered. The record is immediately ready after the selection to be re-run as a phonograph record to point out to the student the errors made during the rendition. These records serve a double purpose in that they are not only used for instruction of the class or student, but are filed in chronological order to show later the improvement which is being made as the student progresses.

During the meeting the girls' Sextette rendered a number which was recorded, and immediately after the number the record was run. If it were not for the fact that the sextet had left the stage one would actually have thought the selection was again being sung.

EVERY School District Should

JOIN

the

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Memberships authorized under Section 2:1520 School Code.

This Association accredited by State Board of Education.

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An aid to school board officials in the honest, economical and efficient performance of their duties.

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ANNUAL DUES——

Under 500 ADA	$ 5.00
500 to 5,000 ADA	10.00
5,000 to 20,000 ADA	25.00
20,000 and over ADA	50.00

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CALIFORNIA SCHOOL TRUSTEES ASS'N

Mrs. I. E. Porter, *Executive-Secretary*

Professional Building
Bakersfield, California

C. S. T. A. AGAINST STATE EMPLOYMENT BUREAU FOR TEACHERS

The attention of all school trustees is called to the fact that at the recent Annual Convention, resolutions were passed against the passage of any legislation seeking to establish a Teachers Division of the State Employment Bureau, or any other plan which would have the effect of taking from local school boards and superintendents the right of selecting teaching personnel. Another Resolution was also unanimously adopted opposing the repeal or amendment of the present law with respect to the supervision and control of Teachers Institutes.

Notice Relative to Paying Insurance Premiums in Advance

In some sections of the state insurance agents have been inducing Trustees to take out insurance in advance of expiration dates of old policies and having the Trustees pay the premiums on such insurance before it becomes effective. Attorney General Webb has ruled that the payment of premiums on insurance out of funds for a year other than that in which the insurance is effective is illegal. It is quite likely that the Attorney General would also hold that payment of a premium on insurance before the insurance becomes effective is illegal. The officials of the Trustees' Association desire to call attention to this matter and urge Trustees to be cautious and not pay premiums on insurance in advance of the effective date of such insurance.

* * * * *

Golden Gate Exposition: Announcement is made of the appointment of Dr. Ira W. Kibby, of the State Department of Education, and Mrs. Vesta Muehleisen of San Diego, as Directors of the Educational Division of the Golden Gate International Exposition. Both Dr. Kibby and Mrs. Muehleisen have wide experience in this type of work, and the cooperation of all school interests is desirable.

* * * * *

Santa Cruz County Trustees Institute

Mrs. Janie Stocking, County Supt. of Schools of Santa Cruz County, called the Annual Meeting of her county trustees for October 11th. This was a dinner meeting, held in the Recreation Rooms of the new Presbyterian Church, and more than one hundred trustees from every part of the county were present. Mr. Sam Cohn of the State Department of Education discussed various forms of taxation, and Mrs. I. E. Porter spoke of projected legislation in which school people are most interested. A fine informal spirit prevailed, as is customary at Mrs. Stocking's meetings, and community singing led by Mrs. Maude Byer, one of the County Supervisors of Music, added greatly to the enjoyment of all guests.

* * * * *

How Accurate Are Your Records?

From time to time questions arise in Governing Boards, as to just how much money is available, and just what equipment or supplies have been bought during a specified period. Sometimes records are so accurately kept that the desired information is immediately available, but in many cases it is necessary to contact the County Superintendent's office to find just exactly the amounts in question. It would seem advisable that the Clerk of each School District, or some designated person, keep accurate records of all district expenditures, deducting the various amounts from budget allowances. In this way a glance at the record sheet will show whether or not money is available for some new project.

* * * * *

The Board of Education of the Kern County Union High School at Bakersfield has let the contract for two new buildings to be erected at the Shafter and McFarland branches. These buildings will serve the double purposes of gymnasium and auditorium for their respective communities, and are each designed to accommodate 1000 students. Each building will be modern in every respect and contain both heating and cooling facilities. The estimated cost will be in the neighborhood of $185,000, of which over $83,000 is in the form of P.W.A. grant.

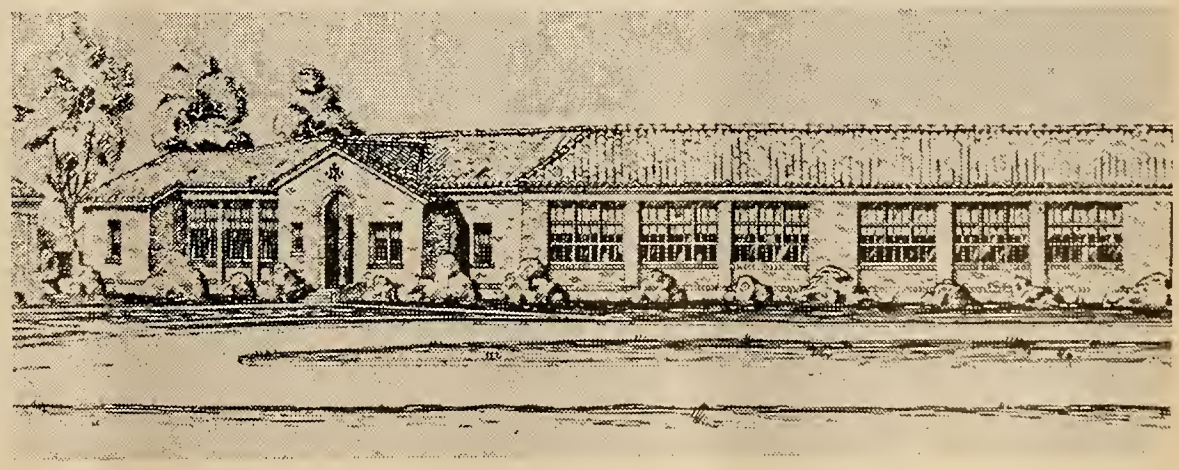
* * * * *

Dedication of New Building: An elaborate dedicatory program was offered during the month when the new Primary Building of the Beardsley School (Kern County) was formally opened to the public. The entire program was in charge of the Native Sons of the Golden West, who assembled state officers from various parts of the state for the occasion. Built at a cost of $100,000 the new addition comprises seven classrooms, a new music room and an addition to the cafeteria. This increased space was made necessary by the rapid growth of school population, which has now increased to seven hundred pupils. Mr. Lawrence Jacobson is District Superintendent of Beardsley, and Mr. Chas. Zuercher, President of the Board of Trustees.

New addition to Beardsley School, near Bakersfield

Lawrence Jacobsen, District Superintendent

Chas. Zuercher, President of the Board of Education



STANFORD DEDICATES THE SCHOOL OF EDUCATION BUILDING

Saturday, November 12, was a gala day on the Stanford campus. It was a day of home-coming for a host of alumni, a day filled equally with happy memories of past years and hopes for years to come. The Stanford School of Education dedicated the splendid new building which is to be its home, the building given to the university by Dr. Cubberley and his wife.

This three story building, costing $535,000, is entirely the gift of the dean emeritus of Stanford's School of Education. The funds which made it possible were accumulated through thirty years or more of "extra-curricular" activities on the part of Stanford's distinguished educator. These funds, built up from royalties for books he wrote or edited, from fees for lectures, and fees for other educational services, were augmented by wise investment until they were adequate for this munificent gift. Dr. Cubberley lived on his salary as a professor, and now will live on his retirement salary.

Besides providing the funds, Dr. Cubberley himself drew the plans for the building and supervised its construction in every detail. Although it is already known on the campus as the "Cubberley Building," by Dr. Cubberley's request it is officially the "School of Education Building." The names of the donors appear only on a bronze plaque on which the Board of Trustees commemorates the gift.

The building looks far to the future in plans and equipment. Auditorium, offices, class rooms, work shops, laboratories, a library with a capacity for 150,000 books—all envisage an enlarging program.

In a brief ceremony Saturday morning Dr. Cubberley made the speech of presentation, and turned over the key of the building to Leland Cutler, president of the Board of Trustees, who made the speech of acceptance.

President Wilbur and Guy Stanton Ford, president of the University of Minnesota, both stressed in eloquent words the need not only of teachers and educational administrators, but of "educational statesmen." Not only the School of Education but the entire resources of the university must contribute to the broad training necessary for school people.

The annual Cubberley Lecture, given on this occasion by Dr. Harold Benjamin, Director of the College of Education, University of Colorado, was centered around a similar theme, that human behavior can be, and often is, determined by planned effort. To plan for a desirable type of behavior is a more important function of educational leadership than to determine content of curricula or class room methods.

The most exhilarating part of the day's program was the luncheon at the Stanford Union. Old students of "Dad Cubberley" gathered from all over the state to celebrate this occasion. A glance around the solidly filled tables gave almost the impression that this was a luncheon of the Superintendents' Convention! Distinguished guests from other colleges lined the speakers' table, over which Dr. Sears presided most happily as toastmaster.

Speeches for the most part struck a gay note of congratulation and of pride that a professor, a schoolman—that fabled absent-minded impractical creature—had been able not only to earn so much money, but actually to hold his own among the wolves of business, and to increase the hoard in spite of depressions and recessions.

But underneath the gayety the graver notes of anxiety sounded more than once. Even a moment of such rejoicing could not entirely escape from the shadows that are lying over the world. Dr. Percy Davidson, of the Stanford faculty, making a plea for more intensive "educational sociology," said, "The race today is between education and catastrophe, unless education has already lost the race!"

Dr. Pu Hwang, director of the School of Education in the Central China University, gave a warm tribute to Dr. Cubberley, whose student he had been. He was here, he said, because for the time his duties were suspended. His university had retired further into the interior of China. "But China still has faith in education. We shall carry on!"

The prolonged applause that followed Dr. Pu Hwang's brief speech brought Dr. Sears to his feet with the words, "I think I sense in this applause a message from our people to your people."

Typical of the hope to which this body of schoolmen hold in spite of world menace were the words of Dr. Thomas, president of Fresno State College. He expressed the realization that the new building is not an embodiment of things accomplished. "It is a work shop, a place for younger men to solve new problems. I noticed that in all the rooms the windows were open to the future!"

The New Stanford School of Education Building

Book Reviews

From Harper & Brothers.

Reading in High Gear by Mabel Vinson Cage. Price, $1.40. Although this fine book may truly be classed as a "remedial reading text" it is not remedial in a limited corrective sense only. On the contrary it is designed to help all students, whatever their I.Q.'s, to read faster, with greater comprehension and keener appreciation. The basic idea of the text is that no student can afford to think that his reading power has expanded to its greatest capacity but that he should work for ever-possible gains. The author has striven to indicate to students also what direction their reading outside of class should take. Part I, Pointing the Way, sets up techniques for reading development. Students are shown the importance of being able to read for main ideas, and for details, of using imagination, recognizing figurative speech, and building vocabulary constantly. Part II, Reading Practice, includes more than 200 pages of carefully selected reading material covering a wide reading area—fiction, journalism, history, science, travel, biography, current events, fine arts. Chapter V of Part I, Developing Power, explains to the student how he may attain the ease, power and speed which will place him in the select class of high-gear stream-lined readers required by a swift complex world.

From Scott, Foresman and Company.

Centerville by Paul R. Hanna, Genevieve Anderson, and William S. Gray. Social Studies Book Three in the Curriculum Foundation Series. Price, 92c. For primary and intermediate grades. A child's Main Street minus the satire and imbued with social consciousness, but not devoid of fun. The editors remark: "Finding fun in homely incidents is socially desirable." Accordingly many light touches have been supplied in these stories about business, highways, food and clothes, farming, the community school and Community Day. Centerville is an imaginary town with a population of 300, somewhere in the Corn Belt. Pictures of life in this typical American community are planned to illuminate for the young reader the familiar components of life in his own community. In an appended "Chapter for Teachers" social ideas contained in the book are grouped and suggestions are made for children's activities.

Science Problems: For the Junior High School. Book I. Beauchamp, Mayfield and West. Price, $1.28. Organized in a sequence of units of junior high school level this book focuses on environmental problems. Each unit, treating a series of related problems, is prefaced by an introductory "Looking Ahead" chapter discussing the basic science principles which are integrated and applied in the unit, and giving the student a general conception of the material to be approached. Introductory questions and exercises preceding each unit stimulate the student's interest in subsequent material. The book is written in an easy, informal style, with a generous distribution of explanatory diagrams, interesting experiments and distinctive photographs.

From A. S. Barnes and Company.

Teachable Moments by Jay B. Nash. Price, $1.50. This gratifyingly sane book dissolves much of the hocus pocus that has been gravely accepted as "hygiene" or "health rules." It certainly is agreeable to find somebody who dares to come right out and say: "Brushing teeth does not prevent tooth decay" and "With the type of seating prevalent in most schools, the only possible way a child can be comfortable is to slump." The author points out that we have been confusing aesthetics, morals, manners, and even philosophy, with simple health, and that there has been a wrongly placed emphasis. While washing the neck and ears may be socially desirable it is not particularly beneficial to the health; cold showers and daily dozens may prove to be effective only as twentieth century torture devices; it is possible that you don't need to be furtive about taking a snack between meals; high-powered advertising has attempted to take over control of many things which should still be handled by nature itself; there has been much hair-splitting over non-essentials, and the one bogey-man which modern man really has to face is that of worry and nervous strain. While the author is not brash enough to offer a ready formula for peace of mind he does reduce happiness to two relatively simple-sounding components—"something interesting to do tomorrow and companionship with which to do it." Procurance of these is something else again, depending perhaps on "rhythm in life." Establishing this rhythm should begin early in life, and the author's chief concern is the setting of a pattern in the home which eliminates as far as possible drains, infections, strains, worry and fear, and the promoting of health through power-building use of the body engine.

From Ginn and Company.

Children's Literature by Grades and Types by Ollie Depew. Price, $3.25. The material of this anthology is distinctively arranged to provide a practical approach to the study of children's literature. A collection of classic and current literature is grouped and treated by grades as well as by types. There is reading matter for every grade from the first through the eighth, and this material is organized by types within each grade category.

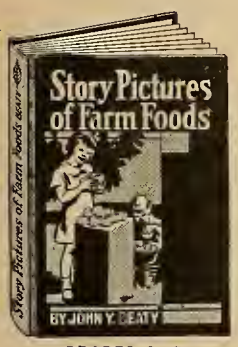
From Silver Burdett Company.

Story of Civilization, A New World History. Price, $2.40. A thoughtful interpretation of ancient and modern civilizations written in a very readable style that is unencumbered by pedantic speech. The origins of civilization are shown as well as the forces of movements now modifying the world, with particular stress on the impact of science upon civilization. An "overview" precedes each unit, and summary charts for review follow each of the chapters comprising these units. Illustrations are larger and more dramatic in value than those of average texts; many of them are full page bled, and several are color plates.

Creative Ways for Children's Programs by Murray and Bathurst. Price, $2.40. Changes in educational philosophy and procedure have changed also the nature of the programs of entertainment which the school periodically offers the community. This book aids teachers with ideas and materials for programs in keeping with the present-day style of education. Programs suggested are for celebration of holidays, for recognition of civic undertakings, or simply for the demonstration of a unit of interest in school work. The place of music and dramatic activities in programs is especially emphasized.

★STORY PICTURES OF FARM FOODS

by JOHN Y. BEATY



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Grades 2-3 Price 76c

Here are the stories of more than one hundred foods grown or produced on American farms. The text is built around unusually fine photographic illustrations, which make the informative material more interesting.

Two city children, who are visiting their uncle on his farm, become interested in knowing where all the foods they eat come from. They discover the great variety of foods eaten in a single meal and want to know how these foods look as they grow. Following this introduction are the stories and pictures Uncle John used in his narrative.

The stories are arranged under eight headings: fruits, milk sweets, vegetables, eggs, nuts, grain, and meats. This material supplements especially well the Foods unit in the social studies curriculum.

Cloth, 192 pages, with 98 illustrations from photographs. Grades 2-3.

TWO ADDITIONAL TITLES IN FARM SERIES:

STORY PICTURES OF FARM ANIMALS, by John Y. Beaty.
Cloth, 155 pages, with 79 illustrations from photographs. Grades 1-2. Price 72c.

STORY PICTURES OF FARM WORK, by John Y. Beaty.
Cloth, 128 pages, with 89 illustrations from photographs, and decorated endsheets. Grades 1-2. Price 72c.

★

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Besides contributing to classroom restlessness and inattention, such desks may be handicaps to vigorous health. They induce poor posture—and poor posture contributes to poor health.

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Founded in 1895 by Harr Wagner

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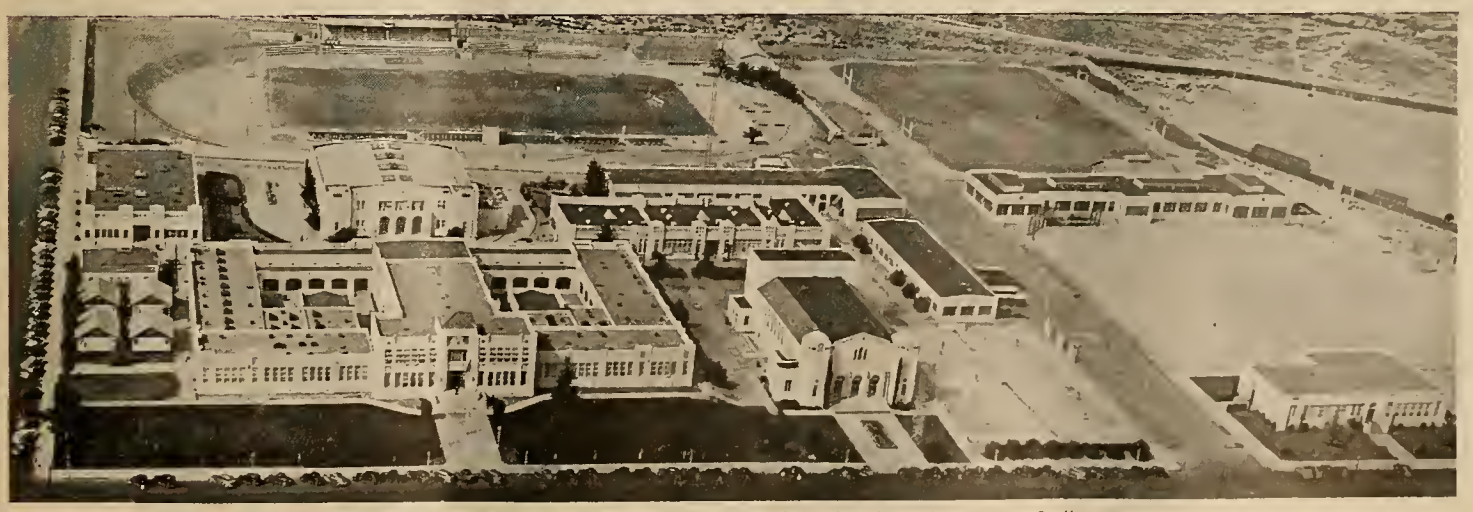
December, 1938



Airplane View of the Taft Union High School and Junior College

California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

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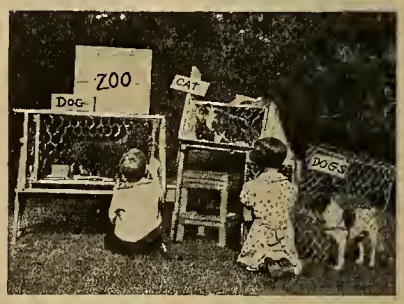

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Jottings of a Traveling Bookman

By W. M. CULP

From catastrophe to catastrophe the headlines of our newspapers march and one wonders what part the educator, if any, plays in their interpretation. The bucolic life of the past when rumors by word of mouth, magnified in their repetition, swept the land, is a contrast to the bombardment of radio and headlines. Our predecessors had the opportunity to con and mull over the stories they heard; we of the present are literally buried in conjecture and resumé of happenings by hour and day. Presumably, the educator of the future will have to train his pupils to stand up under tremendous emotional stresses of almost daily occurrence. Perhaps the youth of the land, knowing nothing different, will take the times in their stride.

Motoring from coast to coast in the first weeks of November can but leave vivid impressions of the greatness and vastness of our country and again bring to mind that the resources of the United States have not yet even been scratched. Holland Tunnel and the Pulaski Skyway looking back over the majesty that is in the skyscrapers of Manhattan lead one out and over the great state of New Jersey, which now leads the United States in highway making. Pennsylvania and names to conjure with — Easton, Bethlehem, Allentown. Two A.M. and the lights of Cleveland, a Sunday morning in the first of November. Euclid Avenue alive with as much traffic as at midday, the whole city seeming to be out on pleasure bent or on a return from theater or dance hall. November 7 and 78 degrees in temperature, an all-time November heat record for Cleveland. Something most strange when one thinks of the usual rawness that blows in from Lake Erie, interspersed with biting snow flurries. Off to Detroit under a snow storm that only threatened. Toledo, chilly and cloudy. The lights of Detroit, a city almost as wide-spreading as Los Angeles. Dearborn, Ann Arbor, Jackson, Battle Creek, Kalamazoo, St. Joseph, Michigan City, Gary, Whiting. The outer Michigan Lake Drive of Chicago almost completed, a W.P.A. project that has added miles of park and rapid access to the mid-continent's greatest city, an undertaking that is remaking Chicago. Snow storms threatening and two days across Illinois, Missouri, Oklahoma, Texas, and on into New Mexico and Arizona. A late fall, leaves still on trees, the Ozarks in the remnants of their glory. Albuquerque, and on the last steppe into that city one senses the lack of the Indian ponies drawing loads of firewood to town, transportation having been taken over in one short year by Indians driving dilapidated loaded trucks. The cliffs of New Mexico and the Painted Desert. The coldness of the night and a bleak moon as one comes through the pines to Flagstaff, lying over a mile in the air. Snow on the ground, the first seen in over two thousand miles.

On to California—Needles, Barstow, Victorville, San Bernardino. Dryness of the desert Joshua trees, a drought year and still no rain. Evening through orange groves — Upland, Claremont, Monrovia, Pasadena, the Rose Bowl City, its Colorado Boulevard in a short five years a major business street, ablaze with colored lights. Los Angeles, dryness, east winds, brush fires, smoke, thousands of acres going up in flame. Homes burning, a pall over the Los Angeles plain. Cold mornings and out in the orange belt tens of thousands of lighted heaters are pouring out their smudge to rise into banks of inky fog. Escondido, more brush fires. San Pasqual valley to the east, hidden by clouds of smoke from a canyon fire on the hither side that blotted out the Palomar range, site of the world's largest telescope, and made the Cuyamaca Mountains indistinct. Morning and an ox-blood sun, a combination caused by high-blown desert dust and smoke, shone upon ashes sifting down upon the orange groves, and then the Pacific Ocean off San Diego, tranquil in its blueness. Of such are the impressions of traveling gentry on a trek from coast to coast.

Los Angeles, and Superintendent Vierling Kersey in charge, quietly reorganizing and making a great educational system still greater. One wonders at the problems of education in such a city, with Hollywood an integral part of it, that has constantly focused upon it the attention of the whole world, and to whose confines come both the brilliant and the hangers-on of brilliance. A city that is the picture-making center of the world and which is now fast becoming the broadcasting center. There is Sunset Boulevard and its new National Broadcasting Building, painted eggshell blue with base a marine green, perhaps to harmonize with the ether waves, and the Columbia Broadcasting Building, also new, down the next block, but more conservative in color. And then again the fairyland that night brings to Los Angeles city streets near Christmas time, with Hollywood Boulevard a two-mile strand of lighted Christmas trees of colored globes on cone-shaped spires, with painted snow that in the night simulates the true with great realness. And so it is to contemplate.

* * *

Education in Southern California, as evidenced in the small towns and cities

that surround Los Angeles, is as robust as ever. Frank M. Wright, superintendent of the El Monte grammar schools, has just had completed two fine schools, and if pupil growth continues, will have to plan for more classrooms. Will E. Wiley, superintendent of the Whittier grammar schools in that Quaker city, where the thrifty citizens have avocado trees for street shade trees and pay their taxes from the income of the same, has also just completed two fine school buildings and is now adding other classrooms to other buildings. At Norwalk Superintendent Don T. Delmet has had completed one of the finest school plants of any city of its size in the state. The school auditorium and complete radio and broadcasting equipment to all the classrooms and to the grounds outside are noteworthy.

C. C. Carpenter, superintendent of the Downey senior and junior high schools, returns to Los Angeles County after a sojourn for several years halfway up the coast to San Francisco as superintendent of the Paso Robles city schools. He is continuing the fine work that he previously was noted for when in the county as superintendent of the Azusa grammar school. At San Marino, the Pelham, or Greenwich or Scarsdale of the Los Angeles region, Superintendent E. C. Neher is already adding six rooms to the primary unit of the Henry E. Huntington school, which was just completed this past summer. This primary unit, designed for modern primary education, has included so many new features that it probably will be one of the most visited buildings in the United States, both by architects and schoolmen.

At Hawthorne, a section heavily populated, given over to small homes and tracts, Dan T. Williams is in his first year as district superintendent. Here again is much building activity. With a W.P.A. grant of $110,000 and twenty-two to twenty-three thousand dollars out of a building tax levy this year and the same amount next year, and with the salvage from the demolition of the old Ballona school, that structure is being rebuilt. This new unit will include twelve classrooms, health clinic and principal's office. As soon as this unit is finished it is planned to erect more classrooms and a central administration building on the same site. The Hawthorne system contains five schools, some fifteen hundred pupils and employs forty-six teachers. Mr. Williams is not new to California schools. During the past five years he was at Taft in the high school and junior college, where he held the position of assistant superintendent and was last listed as principal of the high school. Mr. Williams has been in school work in California since 1928. He came originally from Idaho, where he spent some fourteen years in educational work. Among the superintendencies he held in that state was the superintendency of Burley, Idaho. Mr. Williams has his A.B. from the University of Utah and his M.A. from the University of California. Under Dr. Frank W. Hart and Dr. L. H. Peterson of the University of California Mr. Williams is completing his doctorate.

The Hermosa Beach city school system, under Superintendent J. Hampton Watts, is on the wind-up of a building program that has been in progress several years. With the recent selling of $98,500 worth of bonds and a P. W. A. grant of $80,000, together with $10,000 out of local funds, Hermosa Beach is all set to complete the Pier Avenue plant. On this school's site will be erected a new unit that will include facilities for manual training for the boys, a home-making department for the girls, a cafeteria, a gymnasium, a science department and a school library. Further, two four-classroom additions will be made to the North and South schools. Also, to both of these schools will be added, by purchase, approximately five acres each for enlargement of playground facilities. The Ocean View school, the oldest school in Hermosa Beach, is being demolished and will not be replaced.

Ontario, California, lying at the foot of the San Bernardino Mountains, with Mount Baldy looming up on the north, surrounded by orange and lemon groves, a city of beautiful homes, paved streets lined with tropical trees, is a lesson of contentment in itself.

For eighteen years Mr. C. W. Randall has been superintendent of schools in this environment. He has fashioned the school system and the patrons are more than satisfied. This year will see the completion of the rebuilding of the tenth school building in Ontario. Now every one of the schools in Ontario has been built or rebuilt during Superintendent Randall's regime. The last unit is being completed at the South Euclid school, where, with the final expenditure of $100,000, a $400,000 school plant will be finished. This school includes four units and is considered one of the finest school buildings in San Bernardino County. Ontario is noted for the fine personnel of its teaching corps. Its educational program owes much to the guidance of the assistant superintendent, Mrs. Edna E. Andres, who has for years been Superintendent Randall's first hand assistant. The newest addition to the supervisory forces in Ontario was the appointment last summer of Bruce Miller to the principalship of the Ontario junior high school. Mr. Miller is a young school man of force and initiative. Born in Pennsylvania, brought to California and raised here, he returned to Pennsylvania and received his education at Lafayette College at Easton, Pa. Returning to California he has been successful in succeeding positions in the Imperial Valley, Ramona, Placentia, and now Ontario.

Ray Adkinson, superintendent of the Orange County schools, Santa Ana, California, has added a new department to his county supervisory forces. He has organized the department of curriculum instruction and placed Mr. J. D. Hayes in charge as director of curriculum work. For fifteen years Mr. Hayes has been identified with educational work in the Orange County schools. He was principal of the Fountain Valley school for four years, and during the past eleven years he has been district superintendent of the El Modena schools. At El Modena Mr. Hayes carried out a broad supervisory program of the various elementary schools of the Orange union high school district of which El Modena is a part. The El Modena system comprised an American school and one for Mexican children and last year the system took in the Villa Park school. Mr. Hayes has some definite ideas that he is working out in his new position. He believes in working along the ideas of in-service training with committees of teachers having identical problems that need solution. Mr. Hayes has little use for elaborate courses of study that are the result of intensive teacher effort and are rarely put into use for any period of time because they are subject to constant change. Mr. Hayes believes in teaching teachers to help themselves.

Western School News

Edited by MORRIS WAGNER

NOVEMBER INSTITUTES SURVEY TROUBLED WORLD

San Francisco

"I've never seen teachers look so comfortable," said Dr. Albert S. Raubenheimer, University of Southern California, as he scanned Bay Section teachers complacently ensconced in grand tier, dress circle, and orchestra of the San Francisco War Memorial Opera House for their annual institute and convention. The teachers at this joint institute showed a remarkably joint disposition to sink into the cushiony depths of their exclusive seats and to stare at the famed opera house ceiling. But they could not remain placid for long. Here, as at most institutes, not only were the pros and cons of progressive education present to unsettle teacher minds, but the world troubles loomed to menacing proportions.

On Tuesday, November 22, S. Edna Maguire, President of the Bay Section C. T. A., presided at the general session. John J. Allen, Jr., Past-President of the California School Trustees Association. extended greetings from the association and traced its development from an inauspicious start in 1931 as a company with "common grievances," largely over the tenure question, to its present influential position.

Gladys Evelyn Moorhead, classroom teacher at the Angeles Mesa Elementary School, Los Angeles, spoke on "Newer Programs of Education." "Irreducible minimums of knowledge," Miss Moorhead said, made curious people skeptical about the older educational programs and prompted investigation leading to newer types. Miss Moorhead said that it is surprising how little is really known, even now, about interests, needs, aptitudes, mental and emotional make-up and "totality of being." You can't be sure, she said, of much more than physical structure and "average maturity."

Dr. Raubenheimer said that while he had been assigned the subject, "Teaching the Whole Child," he objected to the term, "whole child." "You can't integrate a child; he *is* integrated . . . A child *reads* his environment—he *has* all his symbols, you don't give them to him." Some of the most literate people, said Dr. Raubenheimer, are illiterate in that they lack understanding, power of interpretation and the ability to think. Dr. Raubenheimer pointed out that we don't fully understand any child and that we can't always control knowledge when we have it. Such factors as disease and poverty in the home, and outside amusements are factors which the teacher cannot control.

Dr. Aubrey A. Douglass, Chief, Division of Secondary Education, State Department of Education, discussed "Changing Concepts in Education in California." The plenteous talk about concepts, he said, would lead one to think that such a thing as a "transportation unit" was a "burning national issue," but a review of educational history would show that not a single new idea has been added for a good many years. Rousseau, for example, long ago advocated the "child-centered" school. The most we can do is re-define and re-apply.

Dr. W. W. Kemp, Dean of the School of Education, University of California, in a talk on "Eventful Years for Democracy," said we must face the fact that the generation which is youth today may never know comparative stability. But the schools have power to preserve democracy by instilling throughout the nation an ideology of democracy.

On the second day of the institute Superintendent Joseph P. Nourse, San Francisco, and Superintendent Lewis H. Britton, Santa Clara County presided. Roy W. Cloud, Executive Secretary, California Teachers Association, discussed "California Educational Problems." Dr. Elam J. Anderson, President, University of Redlands, revealed "Why People Quarrel." "America Must Become Pacific Minded" was the subject of a talk by Julean Arnold, Attache of the American Legation, Shanghai. N. J. L. Pieper, Special Agent in Charge, Federal Bureau of Investigation, U. S. Department of Justice, spoke on "America's Teachers and Our Crime Problems."

Sacramento

Sacramento's seven county joint institute had as its theme, "U.S. Democracy Is Best For US." Superintendent Charles C. Hughes, acting as General Chairman, stated the objectives of the institute: "It seems strange that our democracy should be called upon to defend itself. Our republic has lived through many national and international crises, and yet has maintained for its people greater liberties and individual rights than any other type of government. . . . Now we find our democracy attacked by dictatorial governments, openly in their own countries, and with propaganda on our own soil. . . . Universal education lays the foundation for the perpetuation of our ideals and purposes of democracy. It seems therefore fitting that we dedicate this institute to the defense of democracy against foreign attacks upon it."

Counties which participated and superintendents who represented them were: Sacramento, R. E. Golway; Yolo, Eleanor K. Bandy; Sutter, George F. Algeo; El Dorado, E. J. Fitzgerald; Calaveras, Charles F. Schwoerer; Amador, W. A. Wilson; and Placer, Portia Moss.

Dr. Hubert Phillips, Fresno State College, spoke on "What Does Hitler Really Want?" Dr. Phillips outlined the Nazi program, listing the gains Hitler has already made, and warned that the future Nazi objective is: "The German Reich ultimately must include all Germans." "When will come the turn for Denmark, Switzerland and Poland?" the speaker asked.

Dr. A. S. Raubenheimer, University of Southern California, asserted that the United States has the most virile democracy in the history of the world. "We can recognize there are threats," he he said. "But why wail on the mourner's bench? Why be afraid when we have something to fight for? We should not be disheartened. If you take stock of history and experience, you can hold your heads high and feel courageous and hopeful."

San Diego

San Diego, under its superintendent, Ada York, also adopted as the theme of its county institute the status of democracy and the relationship of public education to democracy. Dean Calvin C. Flint, Santa Ana Junior College, spoke on "Britain Waives Her Rule." The subject of Dr. Lewis B. Lesley, San Diego State College, was "We or They—A World Crisis." Dr. H. Arthur Steiner, assistant professor of political science, University of California at Los Angeles, discussed "Has Democracy Failed?"

Fresno

Nearly 2000 teachers from Fresno and Madera Counties and Fresno City attended the meeting at Fresno November 21 and 22. Younghill Kang, Korean au-

thor and lecturer, New York University, gave a fine talk on Oriental affairs, "The Present Political Situation in the Far East." Edward B. DeGroot, author and noted Boys' Work and Community Service Committeeman, gave a talk full of humor and rugged in its fine attitude toward boys. One story—a father was scolding about a stack of bills just received from his college boy. A friend reached out for the bills and said, "Let me have the bills and the boy!"

Mrs. E. K. Strong, one of the sturdy P. T. A. friends of C. T. A., gave a cheerful and understanding talk. She understands teachers and is still their friend.

One of the high points of the institute was the razzing Superintendent Howard Rowe of Madera County gave teachers late to arrive, early to leave, and noisy when there. Nice job, Howard! Amen! Amen! A nice feature was the 106-piece orchestra selected from the grammar schools of Fresno County led by Clarence Heagy, Supervisor of Instrumental Music, Fresno County Schools.

The Central Section C. T. A. met at five centers, Merced, Fresno, Visalia, Bakersfield, and Hanford. Officers elected for the coming year are: Raymond F. Kendall, Madera, president; Clyde Quick, Chowchilla, vice-president; D. J. Conley, Strathmore, vice-president; Frank Poytress, Merced, secretary; Juanita Pettis, Bakersfield, treasurer. Mae McCardle, Fresno, was elected to represent Fresno City on State Council and C. L. Geer, Coalinga, was elected to represent Fresno County.

—*Reported by* Charles L. Geer

Chico

More than 1500 teachers, students, and visitors from Butte, Glenn, Lassen, Plumas, Sierra, and Tehama Counties, and the city of Chico crowded the sessions of the joint institute held at Chico State College, November 21-23. Here, too, the ailing world as well as educational theory and practice occupied teacher attention. Dr. Aurelia Henry Reinhardt, President of Mills College, titled her address, "This Uneasy World As I See It." Dr. Reinhardt said she was more than usually glad of the privilege to speak because women today have little chance to talk in countries dominated by Mussolini, Hitler and Stalin.

"By What Standards Shall We Judge Our Work?" was the subject discussed by Dr. Walter F. Dexter. In addition to assisting children to gain command of the tools of communication and to find their places in the vocational world, Dr. Dexter said, "As leaders in the commonwealth we must introduce students to an appreciation of the American way of life and an understanding of the American system of government."

In a stimulating address given at the Elementary Section meeting, Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, made the positive and encouraging statement: "Our teachers have the opportunity to determine the future of civilization." Outlining the present day trends of elementary education, Miss Heffernan said: "All aspects of human development, physical, moral and mental, now are being taken into consideration." Increasing recognition is being given, she said, to the importance: of a program adapted to the readiness of a child to absorb it, of the breaking down of grade lines, of the changing world which necessitates curriculum changes, of the school's contacts with the home, and of teacher training considerations.

At a separate meeting of the kindergarten and primary groups Blanche Kent, supervisor of kindergarten and primary grades, Oakland, spoke on "Teaching For Better Understanding." At a meeting of intermediate grade and junior high school teachers, Dr. Bernice Baxter, Director of Instruction for Elementary and Junior High Schools, Oakland, discussed "The Unit in Today's Program." Dr. Baxter defined the unit, described how it functions, and gave standards for testing its efficacy. She said, "The unit cannot be practiced with any degree of success unless the teacher clearly realizes that it is important to help children to live together democratically, to experience freedom and the restraints imposed by a social group, and if she knows that children learn most when actuated by their own desire to learn she will be interested in the unit as a way of accomplishing such ends."

An interesting and unusual talk was given by Dr. William G. Paden, superintendent of Alameda schools, on "Oregon trails." Seven years ago Mr. Paden began the fascinating work of retracing old trails followed by the pioneers. In that time he has found many relics and turned most of them over to museums. All the pioneers, Dr. Paden said, left "a common denominator of courage and strength. It is the job of California teachers to pass this along to the boys and girls."

Salinas

At Salinas, San Benito County, San Luis Obispo County, Santa Cruz County and City, and Monterey County held a joint institute as well as the separate institute held in each of these counties. Dr. Walter F. Dexter spoke at the general session. Lieutenant-Governor-elect E. E. Patterson told the teachers "How to Make Democracy Work." Dr. Malbone W. Graham, University of California at Los Angeles, discussed "United States and World Problems." At the Elementary Assembly William Ralph LaPorte, University of Southern California, spoke on "Modernizing Elementary Physical Education," and the Secondary Assembly had as its speaker Dr. Frank W. Hart, University of California, who discussed "How May We Best Fight Revolutionary Propaganda in America?"

* * * * *

New Units for Richmond High School

Bids on construction of two additional units of the new El Cerrito Junior-Senior High School were called for

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CALL FOR BIDS FOR TEXTBOOK MATERIAL IN ARITHMETIC FOR THE ELEMENTARY GRADES.

THE STATE BOARD OF EDUCATION OF CALIFORNIA hereby invites sealed bids or proposals for the sale, or lease of the right to publish and distribute, in California, textbook material in arithmetic for pupils in grades three to eight, inclusive, of the public schools of the State of California, for a period of not less than six years nor more than eight years, beginning July 1, 1940.

Manuscripts or sample books of the above material are requested immediately and must be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than January 3, 1939. Each proposal or bid must be enclosed in a separate sealed envelope, addressed to the Secretary of the Board, marked "Bids for textbooks in arithmetic for grades three to eight," and must be submitted on or before the hour of 5:00 p. m. of January 3, 1939.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,
WALTER F. DEXTER, Secretary.
Sacramento, California.

November 1. At present Richmond has one senior high school and two junior high schools. Superintendent Walter T. Helms states that the new building will open in 1940 as a junior high school but will gradually develop into a Junior-Senior High School. An Administration and Classroom building is now partially constructed. The new units are to provide a gymnasium and a shop building.

* * * * *

Porterville's New Buildings and Faculty Additions

On September 12, the new Bartlett School opened in Porterville. The building has eighteen rooms of reinforced concrete, arranged for junior high school instruction. It also contains the central offices of the City Administration. Another reinforced concrete building, replacing the Olive Street School which burned two years ago, was finished during Armistice week. This building contains a modern kindergarten and elementary classrooms for grades one to six. Both buildings have many modern arrangements for carrying on a progressive type of program.

Superintendent Emmett R. Berry reports that an Art Supervisor and Music Supervisor were added to the Porterville faculty this year. The Music Supervisor, Miss Alice Moore, has a Master of Arts Degree from the Northwestern University. Miss Moore is in charge of vocal music, including Glee Clubs and Choruses for the entire system. Miss Nettie Geneva Ingram is Art Supervisor. She is a graduate of the University of California at Los Angeles with the degree of Bachelor of Education and training in various phases of art education.

* * * * *

New Baywood School, San Mateo

Construction of the new Baywood School in San Mateo was begun during the last part of November. The site of the new building covers some three acres in Baywood Knolls on Park Boulevard and Notre Dame Avenue. A one-story frame and stucco structure in Spanish style, the building will have in its first unit five classrooms, kindergarten, library and office suite. A combination auditorium and gymnasium, cafeteria and additional classrooms will be added at a later date.

Superintendent Leil L. Young states that the outstanding feature of the building will be its library, for none of the other elementary schools in San Mateo are so equipped. The Baywood library will be twenty-seven feet wide and thirty-three feet long, marking a departure not only in building but in the emphasis placed upon this function as well.

Activity-type classrooms are featured with built-in steel lockers in place of a cloak room. There is a sink and running water in each room. Semi-indirect lighting of the latest design and movable furniture are used. The kindergarten will have a separate play terrace. All rooms will open directly onto an arcade which in turn gives access to the playground. Cost of the building is approximately $70,000, a P.W.A. project.

* * * * *

George C. Thompson To Retire

Dr. George C. Thompson, head of the faculty of the Alameda High School, on October 13 announced his intention to retire next July from the post of principal which he has held for thirty-five years.

Dr. Thompson is a native of North Carolina, graduate of Wake Forest Baptist College, with a Ph.D. obtained from Yale University. He came to California in 1896, becoming headmaster of a school for boys in San Rafael for one year. For three years he was principal and teacher at Pierce-Joint Union High School at College City, Colusa County, and for three years he was head of the high school in Marysville. Then he became associated with Henry Morse Stephens, head of the history department of the University of California. Dr. Thompson founded the second extension center of the university at Marysville. In 1904 he took over the principalship of the Alameda High School.

The chief improvement made in teaching at the Alameda High School during the last 30 years, Dr. Thompson says, is the conscientious effort made to give vocational guidance. The vocational department is now the largest in the school. Both boys and girls are encouraged to try their skill in various arts and crafts, to determine themselves what they like and excel in. The Alameda High School was one of the first to realize the importance of individual guidance and psychology.

Association of School Film Libraries

Potentialities of the motion picture in education may well be determined now that a grant from the General Education Board, a Rockefeller foundation, has established the Association of School Film Libraries, Inc., a non-profit unit between picture makers and picture users. The corporation will serve as a central source to which educators may turn for help and advice in securing films of value. The Association plans to be as impartial as it is helpful; it will not itself rent or produce films but will guide its members to existing sources. Membership of the Association is limited to educational institutions and non-commercial distributors serving the educational field.

Prominent visual educators from several parts of the country make up the Association's board of directors. California is represented by Boyd B. Rakestraw, Assistant Director, Extension Division, University of California at Berkeley, who is vice-president of the Association. Fanning Hearon, executive director of the Association, is a former newspaperman and film producer, director, and distributor, who resigned his position as Director, Division of Motion Pictures, United States Department of the Interior, to accept his new one.

The Association came into being as a result of a series of conferences of educators and film-makers from November, 1937, through June, 1938, when the Association was chartered in the District of Columbia. One of these conferences was an open meeting during the National Educational Association convention in Atlantic City in February and March, 1938. As the conferences progressed it became evident that more than 400 educational institutions favored the formation of such an Association.

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LOS ANGELES ADMINISTRATIVE OFFICES AND POLICIES

By Vierling Kersey

The Los Angeles City Schools have definitely predicated the purpose of administrative organization and officers upon the principle that they are for the purpose of improving teaching service in schools. This is the first purpose which must be served by administrative functions. In connection with this major purpose, administrative organization and officers will also consider problems of finance, personnel management, organization, and public relationships.

With this major purpose enunciated, administration at once becomes a leadership function in education. Leadership in education comes both from without and from within the schools, and even from without and within the individual teacher.

Administrative leadership must discover in a school system those teachers and those functions which are performed in a superior way, in order that they may be distributed to the advantage of others in the school system. Administrators must bring to the teachers in the classroom knowledge of the best, stimulation, and guidance in making the best function when it comes to materials, methods, and devices for better teaching.

Administrators must establish and continuously advance standards which affect qualities of teaching and the results of that teaching. Administration is a relationship as well as a corps of officers. This relationship is one of intimacy, of cooperation, and of understanding. Under this relationship between administrators and teachers, it is possible whenever a teacher senses a new problem beyond the scope of the teacher's ability, for administrative assistance to render service to the teacher. This service must be characterized as being democratic. It must be practical. It must be extended in the spirit of human relationship and human understanding. With emphasis upon this major function of admiuistration, that of leadership in the improvement of teaching, the program of organization of the Los Angeles City Schools has been modified and, we believe, shows a resultant direct improvement. The present plan provides simple, direct, frequent, and informal relationships as well as constant cooperation.

The teacher, the principal, the supervisor, and the superintendent under the present program know that there is a direct line of relationship, and that every other aspect of the school system, not in this direct line, must contact the teacher and teaching through this line. The line of relationship is teacher to principal, principal to assistant superintendent, assistant superintendent to superintendent, superintendent to the Board of Education, and the Board of Education to the public. This line of relationship works in either direction.

With this point of view in mind concerning administration it has been found necessary to make available those in line of contact. It would be simple to chart the program of organization of administration. Yet it would be quite another item to have the relationships,

Vierling Kersey

which would chart the policies and point of view which we have mentioned, actually become a reality. It is our sincere hope that the major characteristics of the Los Angeles plan of administration shall not be subject to mechanical charting.

The teachers are alert with a zeal to improve teaching. This alertness has been encouraged by the entire administrative family. It is a vivid, constructive alertness for the teachers know that they will not be checked, examined, or inspected by those seeking to maintain a high standard of teaching. Teachers are more anxious than any other person in the school system to improve teaching. If this is the case, the teacher will function in two ways: first, in the manner of presenting instruction for the child in classes, and second, in a frank appraisal of the effectiveness of that instruction. As the teacher appraises instruction, strengths and weaknesses will reveal themselves to the teacher. These will be discussed and considered in group meetings of teachers. They will be the subject of faculty meeting discussions. Interschool meetings of principals and teachers will bring to each the advantages of the experiences of others. Assistant superintendents will bring to each particular situation the benefit of contacts which have been made. Assistant superintendents will arrange for services to be rendered by supervisors, directors, and all other agents in the school system. The superintendent arranges for group meetings of all of those who can be placed in a position to bring reality to the accomplishment of new policies, new educational programs, and new standards of attainment.

With all of the changes that have been made, no personnel has been dropped, dismissed, or reduced in salary or status. The plan seems to work.

The modifications which have been made in the organization of the school system, with which everyone is familiar, are simple and are as follows: when school opened on September 12, it was found that four assistant superintendents were responsible for all of the elementary schools, each of the four having from 73 to 80 schools in his group. These assistant superintendents are Miss Elizabeth Bates, Mr. Warren C. Conrad, Mr. Luke L. Gallup, and Mr. Robert H. Lane. This group of our superintendents is organized under the chairmanship of Mr. Lane and will work as a group upon the problems of elementary education in Los Angeles. The activities of this group of superintendents will go forward in close cooperation with supervisors in the elementary field. It is the purpose of this group to work with the principals of the elementary schools in a way that increasingly will bring the principal of the school into the center of educational activity and responsibility.

All of the junior high schools of the city are under the direction of Miss Katherine Carey as assistant superintendent. Mr. Charles B. Moore, as assistant superintendent, is responsible for the high schools, while Mr. Howard A. Campion, as assistant superintendent, continues his responsibility for the Frank Wiggins Trade School, City College, Andrew Jackson, Metropolitan, and Jacob Riis High Schools, and Adult Education.

These changes, we find, simplify responsibility and unify the attack upon the various educational problems. With-

out question each type of problem receives concentrated attention and consideration from those who, by reason of training, interest, and experience, are well equipped to handle the individual problems involved. Not only is this so, but the new arrangements save money in administrative cost—an item not to be overlooked in these days of close budget calculations.

* * * * *

Vernon O. Tolle Directs Humboldt Teacher Training

Dr. Vernon O. Tolle has recently been appointed Director of Teacher Training at Humboldt State Teachers College.

Dr. Tolle was born in Adams County, Ohio and received his public school education there. After receiving his A.B. degree from Wilmington College, Wilmington, Ohio, in 1924, he spent ten years in Ohio school work in jobs ranging from that of teaching in one-room country schools to superintendencies of elementary and high schools. Then he went to New Mexico to serve as Director of Education for the city of Albuquerque, principal of an elementary school in Albuquerque, superintendent of schools in Lordsburg for two years and Executive Secretary of the New Mexico Educational Association for four years. In 1936 Dr. Tolle entered the University of California to work for the doctorate's degree. During the school year of 1937-38 he worked in the Oakland public schools. On July 1, 1938, he became a member of the faculty of Humboldt State College as Professor of Education, Director of Teacher Training, and Principal of the College Elementary School.

* * * * *

Fred L. McNally Retires

Fred L. McNally, for many years executive vice-president, sales and advertising manager of Rand McNally & Co., publishers of Text Books, Globes, Maps, etc., 536 S. Clark Street, Chicago, is retiring from active management for reasons of health, according to an announcement just made by Andrew Mc Nally, President of the company.

The election of A. A. Belford as general manager was announced at the same time. Mr. Belford has been a vice-president of Rand McNally & Company, in charge of the company's San Francisco office, for nineteen years.

* * * * *

Mr. Ed Leslie has returned to work in central California territory under the San Francisco branch office of The Macmillan company, after spending a year and a half in the head office of the company. Mr. Leslie began his work with Macmillan in 1929. For several years his territory included eastern Washington, his home locality. He had graduated from the State College of Washington in 1926. He maintained his connection with the institution as Editor of Publications for three years after graduation. After a few years of selling work for Macmillan's in eastern Washington, Mr. Leslie was transferred to California where he worked for two years before entering the New York office. Besides his present territory in central California, Mr. Leslie will work in Nevada.

* * * * *

Blanche Kent Appointed Oakland Supervisor

Miss Blanche Kent has been appointed supervisor of kindergarten and primary grades in Oakland to succeed Ida Vandergaw who has retired. Miss Kent did her undergraduate work at Kansas State Teachers College, Emporia, Kansas. She taught in rural schools in Kansas and in the Hutchinson, Kansas, schools. Miss Kent went to Ohio State University, Columbus, Ohio, for graduate study and had the privilege of working under the supervision of Dr. Laura Zirbes during the first few years that the University School was in existence. Later Miss Kent taught in the University School and became the teacher in charge of the Elementary School. The last six years which she spent at the Ohio State University were under the directorship of Dr. Rudolph Lindquist. During the summers Miss Kent has taught classes in Elementary Education at Ohio State University, Northwestern University and Chico State College at Mt. Shasta.

Blanche Kent

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The Merced County Speech Program

By DOROTHY M. RIGGS
Supervisor of Speech Correction and Speech Improvement

The State Bureau of Correction of Speech Defects is gratified over the results of the speech program organized in Merced County under Superintendent C. S. Weaver with Miss Dorothy Riggs as Supervisor. There is great need of guidance in organizing a speech improvement program which includes the minor articulatory defects of speech and which creates a right attitude toward nervous speech disorders. Miss Riggs' experience should be helpful to teachers elsewhere who are confronted with speech problems.

In September of 1936 an extensive speech correction and development program was launched in the fifty-nine elementary schools of Merced County. This program was carried on in the main by the classroom teachers, who were given training in certain of the techniques of speech correction and development. In addition to regular classroom work in speech improvement, demonstration clinics and radio broadcasts were featured. During the first year of the experiment six hundred and seventy actual articulatory and sixty-two nervous speech cases profited by having special therapy. This year a much larger number is receiving remedial treatment.

The Articulation Program

Under this part of the program are considered various forms of defective articulation. One is the nasalizing of sounds, commonly known as "talking through the nose." Another is lisping or the inability to articulate the *s*, *z*, *sh*, *zh*, *ch*, and *j* sounds. Other difficulties are those of infantile speech, which too often persist beyond childhood, as the substitution of *w*ed for *r*ed, *sh*are for *ch*air, *f*ree for *th*ree, mu*v*ver for mo*th*er, *t*ow, for *c*ow, *d*ood for *g*ood. A very common and serious defect is the incoherent and indistinct utterance of all speech sounds which is usually designated as "mumbling."

The cause of these defects, of course, has to be considered. Some are due to organic causes (tongue tie, cleft palate, enlarged tonsils and adenoids, abnormalities of the jaw and teeth) and these must be dealt with by a surgeon or orthodontist before speech therapy will prove very effective.

However, by far the most important cause is that of a weak speech mechanism or poor muscular coordination. The child who nasalizes all his sounds may do so because of a weakened condition of the soft palate. The child who mumbles may do so because of a general weakened condition of the speech mechanism, which prevents him from articulating any of his sounds energetically. The child who lalls (talks with the tongue flat in the mouth) may do so because of a weakness of the tongue muscles. Many people simply do not develop the fine muscular coordinations necessary for producing difficult speech sounds.

It is with this large group, whose speech is poor because of weak muscular coordination, that our teachers are specially being trained to deal. The treatment consists: first, in developing the various parts of the speech mechanism through exercises which are given the children as far as possible in the form of play, and second, in the application of certain techniques for correcting the defective speech sounds themselves.

Suggested Exercises for Developing Control of the Speech Mechanism

I. Control of Muscular Tension.

Relaxation is an important part of the speech program. Tense speech muscles can no more produce smooth speech than tense muscles can draw from the violin its most exquisite tones. Therefore, the child must be taught how to relax. This is done through the medium of games. He plays rag doll, his teacher moving his arms and legs to see that they are free from muscular tension. He imitates the ragged scarecrow while his teacher recites the following jingle:

Oh, the old scarecrow is such a funny man!
He flops in the wind as fast as he can;
He flops to the right; he flops to the left;
He flops back and forth 'till he's most out of breath;
And his arms swing out, and his legs swing, too;
And he bobs his head in a "How do you do?"
See him flippity flop when the wind blows hard!
This funny old scarecrow in our back yard!

He may also play other relaxation games, such as that of the thirsty flower drooping in the garden, or the tree swaying gently in the wind.

2. Control of the Breathing Apparatus.

Breath control may be achieved through having the child imitate the panting of a little dog or through having him pretend he is blowing soap bubbles or a gay colored pinwheel which he has made. For the latter the teacher or a pupil leader may recite:

I blow my little pinwheel;
I blow with all my might
While teacher counts from one to ten; (count)
It is a pretty sight!

The test of good breath control is not how fast he can blow the pinwheel but how steadily he can blow it.

3. Control of the Tongue.

Good tongue control may be developed by having the child lap milk like a kitten, or by having him play Jack-in-the-Box with his tongue, or perform the actions of Mr. Pinky Tongue.

Mr. Pinky Tongue lives in a little red house;
He likes to sweep and sweep;
He brushes the cobwebs down from the roof.
And waves to friends in the street.
He pecks out slyly from right to left
And runs all around with glee;
He jumps in and out as fast as he can
To entertain you and me.

4. Control of the Lips.

For developing control of the lip muscles, the child may "moo" like a cow, "oo" like the wind, or talk as the monkey in the following jingle, always using his lips to the fullest extent possible.

Little monkey in the tree,
You can dance and jump with glee;
You can chatter: "Yah, oo, ee;
Yah, oo, ee, oo; yah, oo, ee;
Yah, oo, ee, oo; yah, oo, ee!"
What a clatter! "Yah, oo, ee!"

5. Control of the Jaw.

Since many children and adults, too, can scarcely open their jaws beyond the thickness of a dime when speaking, exercises must be given to develop greater flexibility of the jaw muscles. The children may recite the following jingle with exaggerated lip and jaw ac-

tion while one of their number performs the antics of the frog.

Yaup, yaup, yaup, yaup, little frog!
Hop, hop, hop, hop, in your bog!

The children will also enjoy imitating the crow as he drops his long beak way down and utters his solemn "caw" or the cry baby with his lusty "wah! wah! wah!"

6. Control of the Palate.

Probably there is no better exercise for gaining control of the movements of the palate than that of yawning. The child will like to play the part of little Sleepy head while the teacher recites:

Sleepy head, Sleepy head,
Get your light and go to bed:
All you do is yawn and yawn:
You should have your night cap on.
There—you're yawning! one, two, three!
You're as sleepy as can be!

When drills on the order above have developed a reasonable amount of muscular coordination in the different parts of the speech mechanism, then work should begin on the defective speech sounds themselves.

Suggested Technique for Correcting Defective Speech Sounds

To help the child correct any defective speech sound, two well established laws of learning should be kept in mind:

1. A new sound is acquired, not through *drilling* on it, but through *hearing* it. The child should hear the sound he is learning repeated three times very slowly and distinctly in a nonsense syllable (since this is easier than a word), as *sa, sa, sa*. He should then be asked to give one response. If successful, the sound should be combined with other vowels in nonsense syllables, as *se, si, so, soo*.

When the child can produce the sound in these nonsense syllables, he may be given words in which the sound occurs, the auditory stimulation being given just as it was before. For example, he may be asked to give one response to three auditory stimulations on the word *same*, then *seed*, etc. The new speech sound is always taken first in initial position, then in final position, and last of all in medial position, as this is the usual order of difficulty.

2. It is well to remember that a child will find it more difficult to correct a sound substitution with a familiar word than with a new one. The child who says *f*ree for *th*ree will find it easier to learn the *th* in *th*ick, a word which he seldom uses. Therefore it is wise to work first on words with which the child is less familiar.

After the child has gained a fair mastery of the difficult sound, games should be played to help fix the sound permanently in his speech. For the *s* sound he may enjoy such games as "I spy with my little eye something that you do not spy." The other children may guess the object he has chosen, using the following interrogation form: "Do you spy with your little eye the —?" For the *th* sound he may play the well known favorite "Thimble, thimble, have you the thimble?" For the *ch* sound he may play train, reciting a "choo-choo" verse.

Most functional cases of speech defects can be easily corrected by the method which has been described. However, in very stubborn cases placement methods may be necessary. If a placement method is used, the explanations of the adjustments of the speech mechanism should be as simple as possible.

If the sounds *k* and *g* cannot be obtained after a fair amount of auditory stimulation (*t* and *d* being substituted for these sounds respectively), the production can be procured if the tip of the child's tongue is held down back of the lower teeth with a tongue blade. The back of the tongue will then arch toward the soft palate, and the *ka, ke, ki, ko, koo* of the nonsense syllables and simple words such as *can, cow*, etc., will be forthcoming. The same procedure will render possible the production of the *g* sound.

If auditory stimulation does not result in the production of the *th* sound as in *th*in (*f, t* or *s*, being the probable substitutions), show the child that the tip of the tongue should be slightly visible between the teeth and the breath expelled in a gentle stream. Blowing a bright colored tissue paper flag with the tongue in this position will procure his interest. Then the nonsense syllables and words may be produced.

The procedure for producing *th* as in *th*is (*v, d, z* substitutions) is exactly the same with the exception that the child should be shown that the vocal cords in the Adam's apple vibrate for this sound. He may enjoy repeating *th-th-th*, imitating the hum of an airplane motor.

If *l* cannot be produced by means of auditory stimulation (*w* and *r* being the usual substitutions), the tip of the child's tongue may be pricked gently with a tooth pick and then the place on the gum ridge back of the upper teeth, where the tongue tip is to be pressed may be pricked. The child can be helped to develop this sound by singing *lah, lah, lah* to a tune he enjoys.

With an *f* or *v* sound (for which *p* and *b* are substituted respectively) the upper lip may be held up while the child bites the lower lip lightly with his teeth and produces the sound.

Every teacher who is drilling a child on speech sounds should have Barrow's and Case's excellent book, "Speech Drills for Children in the Form of Play," and Barrow's and Hall's "Games and Jingles for Speech Development."

The Nervous Speech Program

The nervous speech child (the stutterer and stammerer) also has a place in the Merced County speech program. Many of these children have been benefited through the application of special suggestions for their classroom management. An effort has also been made to give parents an insight into their special problems and a better technique for handling them in the home. The actual therapy for nervous speech has been given in some localities.

The following are suggestions that the teachers have been asked to put into practice in their classrooms: 1. to give frequent relaxation periods in order to relieve general class tension, which is particularly trying to the nervous speech child; 2. to make no reference to the nervous speech child's difficulty in his presence; 3. to excuse such children from oral recitations, substituting additional written assignments; 4. to excuse such children from participation in articulation drills since their speech blunders are due to muscular spasms which such drills will not correct but may even accentuate; 5. to praise every successful effort at speech; 6. to give these children special room responsibilities in an effort to help them to develop poise and self-confidence; 7. to give them non-speaking roles in plays and parts in voice speaking choirs and musical programs; 8. to safeguard these children from ridicule at the hands of their classmates; 9. to refrain from shifting handedness, which, by increasing nervous tension and emotionalism, may be the exciting cause of such a speech disorder.

A Unit on Hibernation

By RUTH MACKINDER and MARY BRADFORD

Science Teachers, Bret Harte Elementary School
Sacramento, California

The Sacramento City Elementary Schools operate as a modified platoon system. Each school has its own science room. Grades three to six have stated science periods, under a special teacher, who handles her subject matter under the suggested units of a Sacramento Science Course of Study, which outlines certain core material, leaving the teacher free to use such marginal material as may seem desirable. The work is under the direction of Miss Esther Guthrie, Supervisor of Science in the Elementary and Junior High Schools.

The terrarium.

Place of the Unit in the Sacramento Curriculum

The unit on hibernation is placed in the Science Curriculum under Grade V, Fall, and is stated as follows:

"V. Many animals hibernate during a part of each year.

A. The environmental conditions associated with hibernation are scarcity of food, low temperature, and drought.

1. Hibernation is characteristic of many animals in colder regions.

2. Some animals that normally hibernate show no tendency to hibernate if food and warm temperature are provided.

3. Some animals hibernate during a period of drought, e. g., some serpents "sleep" during dry seasons and crocodiles and mud fish bury themselves in mud in river banks during dry seasons.

4. Some hibernating animals store food for use during the winter, e. g., chipmunks.

B. Some animals are heavy sleepers and some are light sleepers.

C. The period of hibernation of different species of animals varies in length.

1. Many northern animals hibernate for a long period of time. The males of some species do not hibernate.

2. Many animals of temperate regions hibernate for short periods, e. g., prairie dogs, raccoons, and many squirrels are active excepting on coldest days.

3. The length of period of hibernation of many species is dependent upon weather conditions.

D. Many cold-blooded animals hibernate, e. g., many reptiles, some snails, and amphibians bury themselves in mud.

E. Many insects hibernate, e. g., sphinx moths hibernate in pupal stage; cutworms hibernate in larval stage; and mourning cloak butterfly and lady bird beetle hibernate in adult stage.

F. During hibernation the body activities are slowed down; breathing is scarcely perceptible; heart action is slight; and temperature is low.

G. Hibernation is a racial characteristic as well as an individual reaction.

Suggested procedure:

Discuss environmental conditions associated with hibernation of bears, chipmunks, woodchucks, insects, toads, frogs, and reptiles.

Find insects hibernating during the winter in larval, pupal, and adult stages.

Discuss body conditions of animals during period of hibernation.

Discuss hibernation as a racial characteristic.

The Science Room

In equipping our Science Room we realized that in order to develop a scientific understanding of laws and phenomena of nature and to stimulate an interested observation of everyday environment, it would be desirable to set up habitat groups for study.

We of the Sacramento Science Department are particularly fortunate in always being able to secure the necessary equipment for setting up these habitats, which are skillfully fashioned to make their occupants comfortable.

The Unit on Hibernation is numbered V in the course of study for fall work, but this is merely an arbitrary numbering. The unit is developed in the fifth grade when the animals of the Science Room begin to show some signs of changing their usual active habits, and the ever watchful children begin to notice these changes. The animals in our science room consist of the following: one golden mantled ground squirrel, the gift of an interested second grade pupil; one pair of Sierra chipmunks; one large gopher snake which we have had for six years; a pair of black and white rats to produce young for feeding the snake; one pair of Java rice birds, which raised five young; one aquarium which contains two baby catfish and three sunfish; one terrarium containing toads, frogs, salamanders and "coin" turtles.

Motivation

When the animals are returned from their summer quarters shortly after the opening of school in the fall, the children naturally are eager to greet the old pets and to establish any new ones which may be brought in. They are keenly observing of the animals and their various activities. It soon becomes obvious that the ground squirrel, chipmunks, and snake are getting fatter and less active. These observations give rise to questions on the part of the children, such as: how do these animals spend their winter naturally? How do they spend it in a warm classroom? How will "Bozo" (the snake) and "Flash" (the ground squirrel) behave this winter, as compared to last? How do the activities of our caged pets compare with the same animals in the wild state?

We always have pupils who are fortunate in having summer homes in the nearby Sierras. These children keep the others informed as to the activities of their woodland friends. We soon learn that the chipmunks and golden man-

tled ground squirrels in the wild have disappeared. Why are ours still active? We discover that temperature is a contributing factor in hibernation; while our pets are living in a steam heated environment with a never failing food supply, their mountain relatives must live in a snow covered world.

Development of the Unit

The above questions are answered by a wide range of reading about animals which hibernate. Various class members report on their findings, and this is followed by discussions at large. This develops a fair knowledge of the many other animals within our own state and nation which possess interesting hibernating habits.

This information stimulates the discussion of true hibernation and questions arise as to what other mammals hibernate. The children become interested in the rest of the "Seven Sleepers" and in their varying degrees of hibernation. We discuss the fact that during hibernation the bodily activities are slowed down, breathing is scarcely perceptible, heart action is slight, and temperature is low.

The children are always particularly interested in the case of Bruin and many realize that he retires to his winter quarters without storing away any food, depending on the layers of fat which he has accumulated during the summer and fall. This raises the question of how the other sleepers take care of their food supply.

With the knowledge that hibernating instincts demand the storing of food and the building of snug winter homes, the children are afforded opportunities of supplying the needed materials. Investigation is made of just what these creatures will require in the way of nesting materials. Much genuine pleasure is afforded the children as they watch "Flash" stuff her cheek pouches again and again with bits of cotton string, dry grass, bits of wool, strips of soft paper, etc. These she uses to line her burrow, which, true to her ground squirrel instinct, she has prepared in the foot of mountain soil with which her cage is provided.

The pair of Sierra chipmunks display a similar instinct of getting ready for winter. Their cage is also provided with dirt and contains a large hollow log, which, true to their instinct, is their choice of a home site. They, too, line their cheek pouches with similar material for making their nest warm and comfortable. As the cold weather becomes more pronounced, our little friends become less active and often do not appear until about the middle of the day, and then only for a short period. Owing to the warmth of the room they do not fulfill the conditions of a complete hibernation, a point which is clearly understood by the children.

Other Phases Developed

From the discussion of hibernating mammals, the question arises, "Do any other animals hibernate?" Some one volunteers the information that "Bozo" (our gopher snake) has been snugly coiled in his chalk box house for some time. Another asks "Isn't it quite a while since Bozo was fed?" These observations are verified. The conclusion is drawn that snakes hibernate. In our reading we discover that not only snakes but many other reptiles hibernate in the temperate zone.

From the discussion of reptiles the questions arise, "Do other cold-blooded animals hibernate?" "What other cold-blooded animals do we have in our Science Room?" The answer comes, "The animals in the terrarium—the frogs, toads, salamanders, turtles." A careful watch has been held over these animals for it has been common knowledge for some time that the baby turtles were apparently disappearing. Investigation, however, discovers them partially buried in the soil under the moss or bits of rotted logs. The conclusion is drawn that the turtles are following the natural laws of hibernation, and their continued inactivity verifies this.

But the amphibians are quite another story. The children's investigation reveals the fact that in cold climates amphibia spend the winter in underground hibernation, but studying our California authorities we find that instead of hibernating they become most active with the coming of the winter rains. This fact is proven later on in the term when salamander eggs are sent to the Science Room in January by an interested friend who collects them in the coast hills. Later the children themselves find and bring in frog eggs, and still later, toad eggs.

One morning the children discover on the demonstration table the pupa of a sphinx moth and the cocoon of a wooly bear caterpillar. While these are familiar objects to them as a carry-over from their study of the metamorphosis of insects in the fourth grade, they now recognize this as another example of hibernation and they are eager to investigate further. The children report seeing mourning cloak butterflies clinging to crevices on tree trunks in midwinter. A child tells of finding a mass of lady bird beetles in a protected spot near his mountain home. This was late in the fall. Thus there were instances of insects hibernating in both pupal and adult stages.

One side of the Science Room, showing most of the pet cages.

Library News

Edited by MABEL R. GILLIS, State Librarian

BOOK BREAKFAST FOR MISS LATHROP

The California visit of Dorothy Lathrop, illustrator of children's books, and first winner of the Caldecott medal, has been the incentive for many gala gatherings of librarians in various parts of the state. The following account of one such event has been furnished by Mrs. Maurine S. Hardin, University Senior High School, Oakland.

One hundred sixty school librarians, children's librarians, teachers, and others, all interested in children's books, gathered round the "festive board" at the Women's City Club, San Francisco, Sunday, November 20th.

The occasion was a book breakfast, arranged by the Book Committee of the School Library Association of California, Northern Section, honoring Dorothy P. Lathrop, well known author and illustrator of children's books.

Elizabeth Patton, chairman of the book committee, presided, and after greeting the guests and members, introduced Edith Titcomb, president of the School Library Association, Northern Section; Leone Garvey, chairman of the Association of Children's Librarians, Northern Section; Doris Gates, chairman of the Section of Work with Boys and Girls in and out of School of California Library Association. In speaking of Miss Gates, Miss Patton said she was becoming famous from coast to coast by her recently published book, "Sarah's Idea." Frances Clark Sayers was then introduced and she spoke of her interest in Miss Lathrop during the past years. She read a letter from Anne Carroll Moore, which bore "greetings to the West from the East," and expressed the enthusiasm of Miss Moore for Miss Lathrop's works.

Mrs. Sayers presented Miss Lathrop, who was most enthusiastically received. With sincerity and much charm, she shared with us some of her delightful, personal experiences with the animals she has portrayed so vividly.

Particularly interesting were the descriptions of the personalities portrayed by the three chipmunks she used for models in "Who Goes There?" Miss Lathrop lives so closely to the animals she draws, and studies them so intently, that they become real personalities to her, each having his own peculiarities of disposition and manner, even as human beings.

Another guest who added delight to those present was Miss Gertrude Lathrop, a noted sculptress who was traveling with her sister. Since the two sisters have worked so closely together in their drawing and sculpturing it was particularly delightful to meet them together at this time.

A splendid opportunity for renewing acquaintance with all books illustrated or written by Miss Lathrop was offered before and after the breakfast. Miss Hawkins, of the Boys and Girls Department of the Sather Gate Book Shop, had brought a splendid display of all titles of her books. Some of the original plates of illustrations used in "Animals of the Bible" were of particular interest.

A most attractive bibliography of Miss Lathrop's books had been arranged with one of the cuts from "The Snail Who Ran" on the front cover. These had been printed on green paper and proved to be attractive souvenirs, for each guest found one at her place. The printing had been a courtesy of the Garfield Junior High School Print Shop in Berkeley.

Those who attended the breakfast had an opportunity, afterward, to meet Miss Lathrop, and many took away cherished autographs, for she was most gracious to all who brought books for signature.

Sunday afternoon the Association of Children's Librarians of Northern California was host at tea in the San Francisco Public Library in honor of Miss Lathrop. Eighty-five members of the association took advantage of the pleasant opportunity afforded them to meet and chat informally with the distinguished artist and her sister.

Southern District Meeting Highlights

Librarians of the Southern District, California Library Association, held a fine all day meeting at the Huntington Hotel, Pasadena, November 19. Doris Hoit, librarian of the Pasadena Public Library, is president of the district, and Georgia Diehl, librarian of South Pasadena Public Library, is secretary. The preservation of democracy seemed to be the theme of the meeting, A. I. Stewart, vice-chairman of the City Board of Directors, striking the keynote in his earnest speech of welcome. Sydney B. Mitchell, director, School of Librarianship, University of California, Berkeley, and president of the C. L. A., gave a thoughtful talk, reminding librarians to be tolerant toward those of other races and creeds in library staff relationships and broadminded in the selection of books and periodicals for their shelves, so that they would be certain of being able to furnish material on all sides of questions under consideration.

George Palmer Putnam made the interesting announcement that he would soon enter into the publishing business in Hollywood, carrying on in California the hundred year old publishing traditions of George P. Putnam Sons of New York.

Thomas Freebairn-Smith of the Columbia Broadcasting System, in addition to enlightening librarians about various procedures incident to the radio broadcasts, suggested that in time certain educational broadcasts originating in eastern states at hours when they cannot be heard by children here, might be made available by electric transcription.

A new micro-card camera was described to the group and later demonstrated. This has been assembled by Donald F. Gledhill, secretary of the Academy of Motion Picture Arts and Sciences, and Mrs. Gledhill, who acts as librarian for the organization. It will reproduce cards approximately a quarter the size of our present three by five catalog cards, photographing them on the cards direct. The small cards are remarkably readable. The device seems of particular interest for the duplication of indices prepared by one library, but needed in several, or the duplication of catalogs of special collections. The economy in filing four drawers of cards in the space formerly occupied by one is immediately apparent. If ten libraries are interested in reproducing any index or catalog, the work can be done for one cent a card. The camera opens up many interesting points and possibilities, and librarians hope to have the opportunity of seeing it and hearing about its work further.

Another interesting feature of the meeting was the showing of a documentary film sponsored by the English National Book Council, entitled "From Cover to Cover." This showed the mak-

ing of a book from its writing through the various stages of designing, printing, binding, and marketing. It seemed superior in interest and in photography to other book making films we have had available in the past.

For the luncheon session where authors were honored, the most effective chairman possible had been chosen. Althea Warren, librarian of the Los Angeles Public Library, introduced the guests in her customary delightful manner, and the authors in their brief speeches responded accordingly. During Book Week and the usual attendant interest in new books, it was a pleasure to the librarians to see and meet the writers whose volumes they are constantly handling.

* * *

It is with pleasure that we present a list of some of the new books for children, selected and annotated by Wilhelmina Harper, librarian of the Redwood City Public Library, and well known authority on children's literature:

For Younger Children

BLAZE AND THE FOREST FIRE, By C. W. Anderson. Macmillan. $1.00.
Another very pleasing story about the little boy who loved horses more than anything in the world. Unusual pictures. Grades 2-3.

THE FOREST POOL, by Laura A. Armer. Longmans. $2.00.
This beautifully illustrated book tells a charming story of two little boys of old Mexico. Grades 3-4.

HOOFBEATS, by James L. Cannon. Whitman. $1.50.
An outstanding picture book of American horses, with brief descriptive text. Grades 3-6.

THE FLOP-EARED HOUND, by Ellis Credle. Oxford. $2.00.
Excellent photographic picture-story of a lonely little boy and a lonely dog way down south. Grades 4-5.

AMERICA BUILDS HOMES, by Alice Dalgliesh. Scribner. $1.60.
Handsome volume with unusually interesting picture of early days in America. Grades 4-5.

THIMBLE SUMMER, by Elizabeth Enright. Farrar. $2.00.
Things were going badly at the farm until Garnet found the magic thimble. Refreshing tale, unusually interesting and well written. Grades 5-6.

BANANA TREE HOUSE, by Phillis Garrard. Coward. $2.00.
This attractive volume gives fine picture of the life and amusing adventures of a little colored girl of Bermuda. Grades 4-6.

SARAH'S IDEA, by Doris Gates. Viking. $2.00.
Sincere and charming account of a little girl on a prune ranch whose one great longing was satisfied at last. Grades 5-6.

BLACK BRUCE, by M. S. and H. L. Johnson. Harcourt. $1.75.
About a splendid collie dog that had many unusual adventures with his adored master. Grades 5-6.

HIDE AND GO SEEK, by Dorothy Lathrop. Macmillan. $1.50.
Exquisitely pictured story of a flying squirrel by the winner of the Caldecott Medal for *Animals of the Bible.* Grades 2-3.

WEE GILLIS, by Munro Leaf. Viking. $1.50.
Another jolly tale by the inimitable creator of *Ferdinand,* telling of a little Scotch boy who became a grand blower of bagpipes. Grades 3-4, and older.

BARKIS, by Clare T. Newberry. Harper. $1.50.
There are adorable "puppy-dog" pictures in this story of a little brown spaniel that came as a joyous birthday surprise to a young boy. Grades 3-4.

BIG MISS LIBERTY, by Frances Rogers. Stokes. $1.25.
The true and fascinating story of the Statue of Liberty told for the first time. Grades 5-6.

Books selected by Miss Harper "For Older Boys and Girls" will be published in the December issue of THE WESTERN JOURNAL OF EDUCATION.

* * * * *

Two new branch library buildings have been opened quite recently in Kern County. They are located at Buttonwillow and at Arvin. Adobe has been used in their construction and seems to be thoroughly satisfactory. John D. Henderson, Field Representative for the State Library and formerly county librarian of Kern County, was the speaker at the dedication ceremonies held on September 23 at Buttonwillow and on the next day at Arvin.

JUST PUBLISHED

Rugg-Krueger

MANKIND THROUGHOUT THE AGES

Final book in the famous RUGG - KRUEGER Social Science Series for elementary schools.

This new book tells of the development of man from nomad food-gatherer to modern man, including a survey of the great civilizations of the past—a combined world history and world geography. $1.28.

Other popular books of the series:

First Book of the Earth	$0.80
Nature Peoples	0.88
Communities of Men	0.96
Peoples and Countries	1.08
The Building of America	1.12
Man at Work: His Industries	1.20
Man at Work: His Arts and Crafts	1.28

A workbook is available for each. Prices are subject to usual discount.

Ginn and Company

45 Second Street
San Francisco

California School Trustees

Edited by **FLORENCE C. PORTER**

THE PRESIDENT'S MESSAGE

By G. Levin Aynesworth

On the morning of November 26, 1938, it was my privilege to speak at the convention of the California Association for Childhood Education, at San Jose, California, on the topic "Legislation, the Teacher and the Child." In preparing that talk it was necessary for me to study the early day school history of California. Some of it will doubtless be of interest to school trustees generally. For that reason I am passing on to you some of the knowledge which I acquired by the search.

The first school law provided for the election of commissioners (trustees) for a period of one year. Originally the trustees were authorized to and did examine teachers and issue certificates good for one year. It is generally believed that the trustees passed almost all applicants. In this day and time it seems rather peculiar that such a law or practice could obtain, but pioneer conditions justified such legislation and practice. Trustees were authorized to build school houses, but they were not, for many years, authorized to levy taxes for such purposes. They were at first authorized to charge parents "rate bills" or "tuition" for educating the children. This method of raising funds supplemented the very meager school fund produced by county assessments. For many years there were no state funds for distribution. The trustees did not at first have any legal power to enforce payment of the "rate bills." Later such power was given to them. The trustees were vested with discretion with respect to assessment of "rate bills," in that they could omit to impose such bills upon indigent parents.

The trustees were first called commissioners, but later the name of trustees was finally and generally used. If all the trustees could not act, the county superintendent or local constable acted as a trustee. City school boards were early given freedom or autonomy in school matters, while county district schools remained subject to direction from the state superintendent's office in Sacramento. Trustees were required to maintain schools for three months in each year. The school year began November 1 and ended October 31 the following year. The trustees were required to make annual reports to the state superintendent of public instruction. Later their reports were required to be made to the county superintendent of schools. After election each trustee was required to take an oath for the faithful discharge of his duties. Such oath could be administered by one trustee to another. At first trustees might serve as teachers or be interested in contracts, but later they were forbidden to be teachers or to have any interest in school district contracts. The trustees were required to visit the schools at least once each month. They had arbitrary power in dealing with teachers and could dismiss them at will. The teacher did not have any binding contract.

Under present day enlightenment we realize that a permanent school system could not be based upon such insecure foundations.

TAFT UNION HIGH SCHOOL AND JUNIOR COLLEGE

Just twenty-seven years ago, ten students and one teacher, in a little two-room building, first heard the words "Taft High School." Today, with a peak enrollment of 1565, 1190 in the high school and 375 in the junior college, the mature Taft Union High School and Junior College is housed in the nine buildings of its one and one-half million dollar plant, on a campus of twenty-two acres.

A district valuation of some sixty million dollars permits the building program to keep pace with enrollment increases of 33 per cent during the past six years. The junior college, added in 1922, has expanded from an initial enrollment of nineteen to the present figure of 375.

The needs of the school are served by a faculty of 85 and a non-certified staff of 65 employees. Students are offered their choice of seven curricula, ranging from traditional academic courses to work in woodshop and homemaking.

To the 600 persons who attend, the night school has proven to be a real community center. Providing for the distinctly adult needs of social, cultural and commercial development, the twenty-seven different subject offerings include courses in traffic safety, women's conditioning, oil well machinery, child study, paleontology, and home nursing.

Administration of Taft High School and Junior College is under the direction of Mr. Stanford Hannah, superintendent, and Mr. Herman Buchner, assistant superintendent. Members of the board of education, who have served for several years, include Mr. Floyd Cooley, Mr. Ray Strickler, Mr. Burrell Jesse, Mr. C. M. Inman and Mr. Frank B. Dickson.

The Board of Trustees of the Taft Union High School has announced that none of the school buildings may be used by outside organizations for their own gain, or for events at which admission is charged. This will not affect use of the buildings by groups who may be staging events for charity, or student body organizations where profits would revert to the student body treasury.

SELMA SCHOOLS DEDICATED

The American public school was hailed as the best safeguard for a democratic form of government last Thursday evening, when Selma's new elementary school buildings were opened for the public's inspection. The speaker who emphasized the importance of the public schools in American life was Dr. Frank Thomas, president of Fresno State College.

The program, which was held in the auditorium of the Garfield School, was presided over by Leonard Gilbert, president of the board of trustees. Selections by the Grammar School Salon Orchestra, directed by Miss Geneva Dorman, opened the program. The young musicians not only played well, but were attractively dressed in blue and white costumes.

Mr. Gilbert introduced Mrs. Lowell C. Pratt and Dr. G. W. E. White, the other members of the board of trustees; Glenn Mark, the board's inspector during the construction of the two buildings; W. D. Coates Jr., the architect, and Mrs. Harold Child, president of the Parent-Teacher Association.

Charles Edgecomb, district superintendent, spoke on the history of the new buildings. More than four years ago, he said, the board's attention was called to the fact that the old school buildings were unsafe and the decision was made

to construct new ones instead of trying to rebuild the old ones. A $97,000 bond issue was submitted to the people and it carried by a margin of eight to one. Grants from the Public Works Administration made it possible to proceed with the construction of the buildings.

Without equipment, the Garfield building cost $102,000 and the Washington building cost $62,000, Mr. Edgecomb pointed out.

G. L. Aynesworth, president of the Fresno Board of Education, and president of the California School Trustees Association, spoke briefly, complimenting Selma on the two new school buildings.

Dr. Thomas traced the history of the United States from colonial days, showing the place that public school education has held in the development of the country. He said that the schools provide the best kind of an insurance that the democratic form of government will continue in this country. In the days when there were large numbers of foreigners coming to the United States for political and religious liberty the schools were instrumental in making good American citizens of them, he said.

The place of the schools in teaching children to live and work together and in providing them with interests with which they can not only make a living, but also enjoy their leisure time, was stressed by the speaker.

During the evening there were many visitors at both new schools and in each room there were interesting displays of work being done by the pupils. The visitors were favorably impressed with the facilities provided for the instruction of Selma's youngsters, particularly with the small work rooms at the rear of each classroom. The excellent acoustical qualities of the Garfield auditorium were also noted by those who attended the program.

MENDOCINO COUNTY TRUSTEES INSTITUTE

Trustees from almost every part of Mendocino County responded to the call sent out by County Superintendent John W. Taylor for a meeting in Fort Bragg, November 12th. All sessions were held in the newly completed Fort Bragg High School, one of the interesting features of the afternoon being inspection of the building. Mr. Alfred Lentz of the State Department of Education; Mr. Roy Cloud, Secretary of the California Teachers Association and Mrs. Florence Porter, Secretary of the California Trustees Association, were visitors included on the program which had been arranged by Mr. Taylor and Mr. J. J. Tallman President of the Fort Bragg High School Board of Trustees.

SCHOOL BUS SAFETY

Commenting on the necessity for constant watchfulness in pupil transportation, County Superintendent Bryan O. Wilson of Contra Costa County, says: "The two recent accidents in this county injuring children crossing the highway after leaving school buses, brings forcibly to our minds the necessity for increased care on the part of all of us in protecting children from highway traffic. Training children in safety habits will no doubt help in preventing many injuries and deaths, but safety education for children is only part of the answer to accident prevention.

> One of our members has suggested that it would be interesting and educational if trustees would submit items descriptive of their procedure in handling various school problems, for publication in this section of the magazine. In this we heartily agree, and hope that members reading this will plan to cooperate with us each month in this manner. We will even go a step further and suggest that questions asked will be answered in these columns, whenever possible.

No child can have the foresight or wisdom of an adult no matter how much safety education he may have received, and it is our responsibility to see that every precaution is taken and every care exercised to safeguard the lives of school children. In California state regulations require that when a school bus stops to discharge passengers, the passengers must CROSS THE STREET OR HIGHWAY IN FRONT OF THE BUS, except in certain cases where city laws demand that they cross back of the bus, and that the bus shall not be moved from such a point until all the passengers have crossed. These regulations also state that the driver of the bus shall not permit the pupils to cross the street or highway until they may SAFELY do so, and shall if necessary escort them across.

As long as the bus is standing, no car may legally pass it from either direction without coming to a full stop. Then it may, if no children are crossing, proceed at a speed not greater than ten miles an hour. If violations of this law were reported and acted upon, we would find fewer accidents."

Mr. Wilson's comments are very timely, for it is apparent to any traveler that few persons respect the laws to which he refers, consistently at least. Every person interested in safety, whether of children or adults, may contribute to public safety by alert observation of the same safety rules which are deeemed valuable in pupil transportation.

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In a comprehensive study of "School Bus Safety and Related Problems," issued last April by Dr. Thos. W. Nelson, then District Superintendent of Yuba City Union High School, now Superintendent of the Kern County Union High School, the attitudes of a large number of principals and transportation superintendents closely concerned with the operation of hundreds of school buses, are set forth. Nearly half of the reporting schools would like to see buses inspected semi-annually by the Highway Patrol, while one suggestion was made that buses should be inspected just before the closing of school in June, and again just before the opening of school after vacation. The second inspection would reveal whether needed repairs and changes had been made. There seems to be a difference of opinion as to how long a school bus might be expected to remain in service without marked alterations, although a majority felt that five years was not an unreasonable time for a new bus to be safely used without major alterations. In the order of their importance schools rated the following as the most important safety factors in school bus operation: first, the driver; second, the equipment; third, the road conditions; and fourth, weather conditions. It was rather generally felt that the state should arrange to make allowances for transportation cost in apportionment of state funds to schools. Almost half of the states now make some provision for state aid in providing pupil transportation.

It is recognized that the above factors must be taken into consideration by all Boards of Trustees in their efforts to pro-

vide transportation at reasonable cost for the thousands of pupils who come under the law requiring this service. Transportation has become one of the important school functions in California, and suggestions as to how existing conditions may be improved will be welcomed by those who administer the present rules and regulations.

A meeting has been called by the State Department of Education for December 17th, in Sacramento, for the further consideration of regulations governing pupil transportation in California.

Mr. Geo. N. Skoegard, President of the Central Union High School at Fresno, has been appointed Chairman of a Committee from Fresno County Trustees Unit to work on problems of bus regulations.

REPORT ON OCCUPATIONAL ADJUSTMENT

Under the directorship of Dr. Edwin A. Lee, the former Superintendent of Schools of San Francisco, the National Occupation Conference has recently issued a report entitled "Occupational Adjustment" in which it is proposed that public schools adopt a three-point program to: (1) guide, (2) train and (3) place students in the right job: and further recommends that schools study the problem of conducting their own placement bureaus for graduates.

This practical approach to a problem which confronts all secondary schools is one which cannot fail but appeal to governing boards, especially those which have long felt the desirability of added emphasis on practical vocational training.

STOCKTON SCHOOLS ADOPT NEW PLAN

At the beginning of school this year, Stockton Schools opened with a completely re-organized janitorial service. Because of the constant use of every room, it was found difficult for janitors to accomplish much work before four o'clock in the afternoon. Under the new plan two-thirds of the men will work from 3:00 P. M. to about midnight.

WASCO HIGH SCHOOL PLANS ADDITION

Due to the continually increasing enrollment, the Board of Trustees of the Wasco Union High School has announced that construction of a new six room addition to the Science Building will start as soon as plans can be completed and bids received. The Board has decided to start the building immediately and not wait for the WPA grant which was applied for last summer.

PROPER SCHOOL ROOM LIGHTING

One of the practical developments of scientific research of recent years has been the knowledge gained concerning vision, and the effect of light upon the eyes. Many tests have revealed the relationship between seeing conditions in the school room and progress in school work, and these tests have shown the appallingly high cost of poor lighting.

The Pacific Coast Electrical Bureau now makes available a portable miniature school room, which is a highly effective aid in presenting the facts about school room lighting to school authorities, educators and parents. This demonstration clearly and quickly convinces all who see it of the unfairness of daylight in the classroom and shows how this may be compensated with modern artificial light, which insures a square deal for every pupil. Children in well lighted classrooms are not only more alert and responsive, but in addition, actual failures are reduced approximately 30 per cent. The reduction in failures, on the average, pays six times over for the cost of the bettered lighting.

The miniature classroom is built to demonstrate how economically satisfactory illumination can be obtained for any school. It is available for demonstration without cost or obligation, at conferences of school trustees, superintendents and teachers institutes. Further information may be obtained from the office which handles all demonstrations, the Pacific Coast Electrical Bureau, 601 West Fifth Street, Los Angeles.

STANISLAUS TRUSTEES HOLD INTERESTING MEETING

Called together by the president of their county association, Mr. C. E. Persson of Turlock, the Stanislaus County school trustees recently conducted an interesting evening in Oakdale. Mr. Leroy Nichols, Superintendent of Lodi Schools, was a speaker during the evening, and discussed "The Business of Training Youth." He declared that both teachers and trustees are in the business of training the youth of today, and that the guidance which they are receiving now will decide our future civilization.

Another speaker was Mr. J. B. Vasche, who discussed the activities of the County Teachers Association, and commended the fine spirit of cooperation existing between both groups. Mr. Persson reported on the recent state convention of the California School Trustees Association, of which he is a director. The meeting was preceded by a dinner served by the Domestic Science Department of the Oakdale High School, and interspersed with musical numbers from the music department of the same school.

PLACENTIA SCHOOLS DEBT-FREE

Bond issues in Placentia, Orange County, seem to be quite out of date, as a "stream-lined" system of school construction has been adopted by the board of trustees, with the result that nearly half a million dollars worth of buildings have been erected and the school district does not owe a cent on them.

Faced with the need for a number of new buildings after the 1933 earthquake, the board opened their program with a slight increase in the school tax rate for the unified school district. As a result, students are now enjoying more than twenty new buildings, ranging from one-room classrooms to an auditorium seating nearly one thousand persons. Valencia High School, one of the finest small plants in the state, has been built with federal aid. The school not only has a large and well arranged Administration Building, but includes also a gymnasium, a plunge and several other smaller buildings.

Mr. Warren M. Bradford, Chairman of the Board, announced recently that the combined worth of High School and Elementary buildings was around $400,000, all furnished from proceeds of an average tax rate of $1.70. This rate will probably be reduced in the immediate future, and citizens of the community may not only enjoy debt-free school buildings, but a reduction from now on in their tax expenditures.

* * * * *

The Riverside Board of Education has recently reorganized, upon the retirement of Mr. A. S. Cooper who has served for some years as the President

of the Board. Mr. Hayden L. Hews, prominent attorney of that city, is the new president.

APPELLATE COURT DECISIONS

Assignment of Salary by Public School Teacher

A teacher employed in the public schools may, under section 955 of the Civil Code, assign salary to be earned in the future for the necessities of life, and such assignment cannot be defeated by the subsequent filing by a judgment creditor of an authenticated abstract of judgment and affidavit of indebtedness under section 710 of the Code of Civil Procedure. (Kimball et al. v. Ledford et al., 13 Cal. App. 2nd) 602, 57 Pac. (2nd) 163.)

Dismissal of Probationary Teacher

Where after a probationary teacher, L. Monroe Sharpless, of the Oceanside-Carlsbad Union High School District had struck three pupils in their faces with clenched fists after being made the victim of "horse play" by the students of the school, the governing board of the district filed a complaint against the teacher in the superior court of the county having jurisdiction and the teacher resigned prior to the trial of the case, the teacher could not complain that the trial court thereafter committed prejudicial error in dismissing him from the service of the district for unfitness for service, since the teacher had already dismissed himself and there could be no prejudicial error under section 4½ of Article VI of the Constitution of California.

There was sufficient evidence to justify the dismissal of the teacher, and the judgment was, therefore, conclusive on appeal. (Cattingham et al. v. Sharpless, 95 C. A. D. 18, —Pac. (2nd)—.)

ATTORNEY GENERAL'S OPINIONS

Annexation of Elementary School District to Union Elementary School District

Since School Code sections 2.260 et seq. do not require that an elementary school district must be "contiguous," as that word is ordinarily understood, to a union elementary school district before it may be annexed thereto, then where by a change of boundaries of certain intervening elementary school districts, the elementary school district can be made contiguous to the union elementary school district by a strip of land consisting of a county road, the distance between the two districts being not so great but that the interests of the areas may be better served, the annexation of the elementary school district to the union elementary school district under the circumstances stated is not legally objectionable. (A.G.O. N.S. 1207, September 26, 1938.)

Application of Workmen's Compensation Law to Vocational Education Employees

Persons paid from the State Vocational Education Fund are employees of the State and are entitled to the benefits of the Workmen's Compensation Law (Labor Code sections 3201 et seq.), notwithstanding that their compensation comes from a state fund to which the Federal Government contributes; but neither the appropriation provided for by Item 186, Chapter 157, Statutes 1937 (Budget Act) or any other public fund is available to pay such benefits. If an award has been paid to a person from the State Vocational Education Fund, it can be paid only through the enactment of a claim bill. Such employees may, however, be insured through a policy of insurance procured under the provisions of section 11870 of the Insurance Code and the cost thereof would be a proper charge against the appropriation made to the State Department of Education. (A. G.O. N.S. 1230, October 8, 1938.)

Liability of Members of Board of Governors of California Nautical School

Inasmuch as the Board of Governors of the California Nautical School (Deering Act 5369) is exercising a governmental function in the management and control of the School, no personal liability would accrue to the members of the Board except as set forth in Deering Acts 5618 and 5150 and Vehicle Code section 400 (citing A.G.O. No. 7292). (A.G.O. N.S. 1213, September 29, 1938.)

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Annexation of Elementary School Districts to High School Districts

Where two elementary school districts adjoin each other, but only one of such districts is contiguous to a high school district, both elementary districts cannot be annexed under School Code sections 2.640 et seq. at the same time, and the elementary school district not contiguous to the high school district should not be annexed thereto under said section until it is made contiguous to the high school district by an order annexing the present contiguous elementary school district to the high school district. (A. G. O. NS 1216, October 4, 1938.)

Use of Accumulative Building Fund to Repay Federal Advances

A school district may not provide for the repayment from the special accumulative building fund of the district (School Code sections 4.291-4.292) of an obligation due the Works Progress Administration for moneys advanced for the financing of a project, since such fund was not intended to permit a school district to incur a present indebtedness and liquidate the same over a period of years. To permit such fund to be so used would abuse it for the obvious purpose of circumventing section 18 of Article XI of the State Constitution. (A.G.O. NS1257, October 22, 1938.)

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At a recent election in Clovis (Fresno County) voters of the Clovis High School District approved a $100,000 school building program. A bond issue of $55,000 will be supplemented by a PWA grant of $45,000, and it is planned to erect two new buildings to accommodate various vocational and general classroom needs. Mr. Luther Weldon is President of the Clovis Union High School District.

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Rio Bravo School Shows Increase: In many parts of Kern County school attendance has been decidedly increased during the past weeks. Rio Bravo is one school which has shown a high percentage of increase, and it has been necessary for the Board of Trustees to add one teacher and set up a classroom in the auditorium to care for the new pupils.

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At a November meeting in Hayward the resignation of Mr. E. E. Fanwell, President of the Alameda County Trustees Association, was accepted, and Mr. H. E. Harrold of Decoto was elected to the office. Dr. Louis Hector, President of the Berkeley Board of Education, will serve as Vice President and Mr. E. S. Perry of Castro Valley as Secretary. The next meeting is scheduled for January, at which time every school trustee in Alameda County is invited to come to Washington Union High School in Centerville.

Book Reviews

From the Commonwealth Fund.

MENTAL HEALTH THROUGH EDUCATION, by W. Carson Ryan. Price $1.50. In this study of our contemporary public schools, the emphasis is placed on education. That is, the book is not written from the point of view of a psychiatrist or mental hygiene expert, but of a teacher.

The book is based on the belief that practically all problems of misbehavior and delinquency can be solved by an understanding of the child himself, by a desirable school environment and curriculum, and by a coordinated program of school, family and community.

This large program is not presented in vague outline but is vitalized by abundant materials describing classrooms and communities in which different phases of such a program are already in progress.

Mr. Ryan is president of the Progressive Education Association. As one would rightly expect, he finds in the practices of the child-centered, flexible progressive school the best hope for mental health among children. In contrast, the regimented school seems to present the largest number of problem cases.

Two portions of this book are of special interest because they present facts probably not familiar to most people working in the field of education. "The Teacher's Personality," discussed in the second chapter, gives somewhat disconcerting data regarding the basis for determining the teacher's fitness for his or her vocation. The decision is, or has been, so largely based on academic accomplishment that the profession seems dangerously encumbered by the large proportion of teachers who are personally maladjusted, and themselves present problems in mental hygiene. In addition to this weakness apparent among training colleges in selecting their students, their courses as a whole do not provide the background essential to teachers for an understanding of their own and their pupils' problems of personality.

On the opposite side of the picture Mr. Ryan gives an account of an achievement through good school practice, that is as encouraging as it is astonishing. This achievement is recorded in two documents, which the author quotes in parts: "The Subnormal Child—A Survey of the School Population in the Locust Point District of Baltimore, 1917" and "The Subnormal Child—Seventeen Years After." Locust Point had one of the best planned and most thorough of the earlier surveys involving mental testing of school children. The findings were terrible. Out of 166 children 22 were in "ungraded" classes, with family records of feeblemindedness, alcoholism and immorality. Seventy-eight were so handicapped that it was anticipated in later life they would be found "drifting along at the lowest possible social level." Of the sixty-six most promising the best that could be said was "as potential delinquents the somewhat higher level of their intelligence offered only greater possibilities of their being detrimental to society."

Seventeen years later 122 of the original 166 were traced and again "surveyed." Sixty-five still lived at Locust Point. The data collected so amazingly disproved the gloomy prophecies of 1917 that the record must be studied in detail to be accepted as fact. The happy social outcome for this most unhappy group of children is traced authentically to the influence of the teachers and the educational approach of the public schools at Locust Point. These teachers, faced with the appalling findings of the early survey, initiated an educational program that would meet the situation realistically. The reviewer can only suggest that the results are worth the study of every teacher who seems to face a hopeless classroom situation.

From Prentice Hall, Inc.

CARDINAL ASPECTS OF SPEECH by Murray and Lewis. Price, $2.50. The authors consider a public address "not a form of exhibition but rather a public appearance with a serious underlying purpose, one that challenges the speaker to return to his hearers a worthwhile message in reciprocation for their attention." Working with this conception, therefore, the authors have given careful thought both to the methods of preparation and manner of presentation of effective public speeches. The four parts of the book consider: organization of speeches, physical agents of expression, the voice, and mental bases of speech.

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A Unit on "The Balance of Nature and Human Relationships"

Trapping and banding birds for the United States Biological Survey

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January, 1939

California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Superintendent of Schools
PASADENA

State Executive Secretary
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155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
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EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

The peal of bells, the blowing of whistles, the backfire of thousands of automobiles, cowbells, gaily decorated horns, confetti, crowds, noise, night spots crowded, churches crowded, the radio bringing across continent three New Year's celebrations in one evening to Pacific Coast listeners, noise, more noise and the year 1939 entered into history to offer what it will to mankind. One feels, perhaps, that the raucous pace of the past year is something that dreams are made of. One senses, moreover, the fact that we, the people, as a whole, are getting used to catastrophe, and the noise of calamitous rumors is starting to pass us by, until we ourselves are caught in the cataclysm of progress — or is it retrogression. At least, hail to the New Year, and may it be one of happiness and goodwill to all.

The public schools of Detroit, Michigan, under the superintendency of Dr. Frank Cody, have for years been leaders in adopting new educational methods and procedures. Detroit is one of the few major cities of the country that has a subject-matter supervisory set-up that functions from the kindergarten through college. In each subject field there is a plan of continuous development in addition to close integration between the various departmental supervisory forces.

Detroit was one of the first of America's great cities to aim toward the development of a well-defined social studies program. The burden of fashioning this program and seeing to its functioning has been the work of Mr. C. C. Barnes, Director, Department of Social Studies, for Detroit. Recently, under the guidance of Mr. Barnes, two public school manuals on the social studies have been printed by the city schools for use in grades four and five, with one for the sixth year in course of manufacture. These manuals contribute something definitely new to the social studies program.

Both manuals published are titled "A Public Manual and Study Guide in Elementary Social Studies." The one for grade 4A takes up the matter surrounding the broad theme of "We Explore the World," and that for 5B is labeled "The Story of Early Man." Both manuals deal with the development of various units of work. It is not left to the pupil or to the teacher to manufacture their own course of study out of thin air. A definite body of content is laid out for the children's perusal. This is the first time we have seen a major course of study in the new social studies program laid out so that it is not left to chance or whimsy for the accomplishment of a thorough development of a stream of thought. The planners of these manuals, as they say in the foreword, attempt to do two things. In the first place the manual presents the pupil with a minimum amount of content material on each unit as an introduction and overview. Secondly, the manual serves as a guide to further study. The Study Guide includes references to further readings on the unit, as well as suggestions for other types of activities.

These manuals were the result of a co-operative effort, and as Director Barnes says in his foreword, no one person can be given credit for the work done in the gathering and fashioning of the various units of the manuals. The final draft was made by Mr. Barnes and his departmental assistants.

The units have the same format of development! First, a statement of minimum fact about which the unit is concerned; next, a bibliography of books called "Other Readings in the Unit," with topical page references. Library references follow, a list with no page references indicated. Then there is a suggested list of "Other Things to Do," and the unit ends with a list of "Questions for Summary Discussion."

These manuals are published by the Board of Education of Detroit and are furnished to every pupil in the grades concerned. The Board also purchases numerous copies of the various books listed in the manuals for classroom use. Thus a wide range of material is available to the pupil on the various subjects to be studied. The use of these manuals marks a definite step toward the elimination of careless thinking and waste of time by both students and teachers, a condition that has caused much criticism of the social studies program. Both teacher and pupil have a definite aim with the manuals so arranged that each child can work to his full capacity.

The 4A Manual, "We Explore the World," has these units for consideration: I, Our World as a Whole; II, Our Neighbors—North and South; III, Europe, Our Mother Country; IV, Across the Pacific to Asia; V, Southern Lands and Peoples. Grade 5 B, "The Story of Early Man," has these units: I, Man Before History; II, The Story of the First Nations; III, Greece, the Land of Fine Arts; IV, Italy, Rome, and the Romans; V, The Far East. Each manual has a dictionary of pronunciation and explanation of terms and names used.

The Orange, California, grammar schools, under Superintendent C. I. Thomas, this year have had, as a major accomplishment, the establishment of a

Central Schools Library, out of which individual books and sets are circulated to the various schools in the system. Mr. Thomas is seeing to it that his books are kept in continuous circulation. As soon as one class is through with a set of books it is sent to a new class. The system is working to the delight of both teachers and pupils.

The Fullerton, California, grammar schools have been under the guidance of Superintendent R. E. Green for almost fourteen years. During that time the system has grown and expanded until the city is now equipped with five new earthquake-proof school buildings and one new auditorium, as fine as any such structure in Southern California. The system enrolls 1272 pupils with 56 teachers in charge.

The new administration building, for a city the size of Fullerton, may well be taken as a model. It is a rectangular-shaped building with an ell on the south side, a large room designed as the city schools' supply room. The entrance is upon the center of the building which serves as a waiting room. In front is a long desk, behind which are the quarters of the superintendent's secretary. The north side of the building is divided into two rooms, one of which is the board room and the other the office of the superintendent. The board room is large enough to serve as a committee room for meetings of principals and teachers. The other end of the secretary's quarters is given over to a fireproof room for records and school accounts. The south end of the building is divided into three sections. The front section is given over to a dental clinic, the middle section to rest rooms and the further ell to a large school supplies storeroom. This storeroom is different in that it has no windows and is equipped with ceiling ventilators only. Excellent shelf arrangements are provided, and everything is kept cool and dry. The rooms have been decorated in good taste, and the rugs, venetian blinds, battle ship linoleum, and pictures harmonize most delightfully.

One of the accomplishments of the past few years for which Superintendent Green has received much commendation has been that of the functioning of the City Schools Dental Clinic. This dental program was begun in the 1931-1932 school year. What is of importance is that in the past seven years a most decided improvement has been noted in the condition of the pupils' teeth. Every child in the system is periodically examined by the school dentist. Parents are notified of any defect that needs attention. If a parent cannot have the work done by his own dentist the work is done by the school dentist. This past year the school district took care of 135 pupils at a total cost of $2.31 per pupil. A few statistics will show how a consistent attack upon the dental problem will lower the different types of cases. In 1931-1932 there were 619 cases of teeth needing cleaning. In 1938-1939 the number was 218. In regard to deciduous cavities, the number was 607 in 1931 and 214 in 1938-39. As to repair of permanent teeth the numbers are 400 for the first date and 250 for the second. As to abscesses in 1931-32 there were 38 and in 1938-39 only 6. Teeth needing extraction as of the first date were 179 and on the second date 82. In 1931-32 there were 174 cases of teeth needing to be straightened, while in 1938-39 the number was 29. Total cases of the seven year period show almost a 300 per cent decrease from 2017 in 1931-32 to 799 in 1938-39.

The interest of other communities in the work done at Fullerton in the dental clinic has been most decided. Recently a large delegation of Orange County P. T. A. members visited the Fullerton Administration Building and had the Fullerton dental program outlined in full for them. The intention of many members of the delegation was to see that such work was inaugurated in their own communities.

Another recent innovation in Fullerton is the establishment of cafeterias in all of the city's schools. These are all under the supervision and support of the Fullerton P. T. A. organizations. The entire cafeteria set-up is in their hands, and they run the cafeterias on a cost basis.

Dr. L. S. Tireman, Professor of Education of the University of New Mexico at Albuquerque, N. M., is now in the process of carrying out a definite social studies experiment that is bound to prove of great value to the State of New Mexico and to other States where the problem of assimilation of non-English speaking groups has proved to be a stubborn one. New Mexico has the problem of assimilation of Spanish speaking folk, some of whose ancestors settled in the State several hundred years ago and still cling to Spanish and Spanish customs. Dr. Tireman found out in the San Jose Experimental School that English could be taught to the Spanish speaking youngsters. Dr Tireman is one of those educators who believe in bi-lingual instruction and has spent two years in Europe studying this problem. He believes in teaching both English and Spanish to Mexican children.

Nambe in the Sanga de Christo mountains is an isolated community with a rural school of 200 pupils and seven Spanish speaking teachers. The citizens are all of Mexican stock. Dr. Tireman and the teachers of this school under the principalship of Mrs. Mary Watson (formerly state supervisor of schools) are attempting to change the social environment of the community, with the school as the leavening factor. Dr. Tireman has been aided financially in this experiment by Mr. Cyrus McCormick who has subsidized the work for five years.

The plan is to tie school activities into the work of the community. A drive is on for health protection and the conservation of human life. The New Mexico State Department of Health has been called in to give aid and advice. The Federal government has put in a nursing school. The girls of the school are given a course in Home Hygiene and Nursing as well as instruction in home economics. The boys are instructed in farm shop work and agricultural subjects. The State Department of Agriculture has been called in to aid school and community. Dr. Tireman has found that these Mexican people do not take to the conventional subjects, but can be interested in those things that make for improvement of their living conditions. Consequently, the men and women are in addition being brought to the school to study subjects in which they have much interest.

The first problem of the teachers of this Nambe school was to make friends with the parents. The Mexican people respond to friendship more than to any other approach. So far the reaction has been very favorable as has been reflected in a school attendance of 97 per cent.

Western School News

Edited by MORRIS WAGNER

SAN FRANCISCO LIBRARY SUPERVISOR APPOINTED

Miss Margaret Girdner was appointed recently by Superintendent Nourse as Supervisor of Texts and Libraries for the San Francisco schools to fill the vacancy occasioned by the retirement of Mary Mooney Allen.

Margaret Girdner

Miss Girdner is no newcomer to the school system of San Francisco. For the past twelve years she has been librarian at Galileo High School, with a year at Commerce High School besides. Before coming to San Francisco she was librarian for six years at Palo Alto High School.

In addition to these years of work in the secondary school field the new librarian brings to her administrative task a rich and varied experience. Graduated from Stanford and trained in the department of education under Dr. Cubberley and then graduated from the California State Library School, she began her work as a librarian in Siskiyou County, assistant in charge of schools. In the remote portions of this primitive region Miss Girdner served the little isolated districts faithfully, going her rounds on horseback over rough trails, or sending out precious packages of books by Indian runners to schools where even horse trails were sometimes impassable. It was a hard job. But the fishing was marvelous, she remembers!

From Siskiyou Miss Girdner went to Sacramento to work on the staff of the State Library and then to Palo Alto, where, in the city public library, she again met the special problems of the school children. From this public library she entered the field of the secondary school library.

In recent years Miss Girdner has taught on the staff of the San Jose State College, giving courses in library science and administration and children's literature.

This comprehensive background of experience should provide firsthand understanding for almost any type of problem that may meet the new administrator. In addition to her regular work Miss Girdner has been active in the organization of her field, and at librarians' and school administration meetings she has long been recognized as a forceful, clear-headed and witty speaker.

Miss Girdner pays a warm tribute to the work of her predecessor in the San Francisco Library. "I have come into a department magnificently organized," she says, "with a splendidly trained staff. For fourteen years Miss Mooney, as an administrator, has built up the dikes behind which library growth has gone on steadily in San Francisco. It will be my part, coming from the librarian's desk, to interpret the problems of administration to the librarians."

It is significant that San Francisco's library administration was organized under a teacher whose training had been in the elementary schools during the years of radical upheaval in the elementary curriculum. Today the battleground of the curriculum has definitely moved its center into the field of the secondary schools. It is fortunate for San Francisco that the new Supervisor of Texts and Libraries brings to her office a long experience in the problems of secondary curriculum development and its relation to the work of the library department.

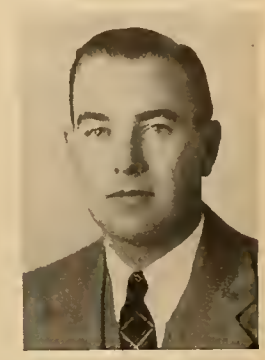
Alameda County, during the spring term, is providing some special work in remedial reading for teachers interested in the problem. Dr. Brant Clark of San Jose State College is giving a course under the University of California Extension Division.

County Superintendent Edgar Muller considers remedial reading a highly important educational problem and in his bulletin of January, 1939, suggests that teachers attend this class as the problems to be considered concern both the high school and the upper elementary grades.

GLENDALE'S DIRECTOR OF CURRICULUM

It is the policy of the Glendale Board of Education to promote successful teachers within its own system. As a result of this policy Frank Martin Gulich of the Glendale High School was appointed last September to the newly created position of director of curriculum. He has been in the Glendale system for the past ten years.

Though born in Memphis, Tennessee,



Frank Martin Gulich

Mr. Gulich has been in California since early childhood and has been through the elementary and high schools of this state. He is a graduate of U. C. L. A., where he majored in chemistry. His graduate work was done at U. C. in 1935 and 1936. He spent the summer of 1938 at Columbia taking curriculum work under Dr. L. Thomas Hopkins. His curriculum studies for Glendale will cover the entire field from kindergarten through junior college.

A visit to Porterville finds Superintendent Emmett Berry in the most comfortable modern offices in the larger of the two new buildings in use for the first time this school year. Mr. Berry has had to cope with a pretty difficult emergency housing situation since almost the first weeks of his superintendency in Porterville. One old building had been condemned, and shortly afterward another building was destroyed by fire. Enrollment has been increasing steadily; in December of 1936 it was 1672, and in December of 1938, 1852.

We hear from various sources in the San Joaquin Valley of superintendents who felt they had planned adequate classrooms in addition to the special library room which is so essential to the modern program, only to find when school opened that they had from forty to one hundred more pupils than they had counted on. Children have to be

taught in some way, so the library, unfortunately has to become just another classroom.

Porterville, close to the hills, is out of the tule fog area. It is so near the mountains that wood can be secured easily for fuel. The location, for this reason, is sought by the migrant agricultural workers. The climate is warm and even, and this is still another reason for the migrant workers' sojourn—and the increased enrollment in the Porterville schools.

DELTA KAPPA GAMMA CONVENTION

The State Convention of the California Delta Kappa Gamma Fraternity was held at Hotel Huntington, Pasadena, on November 26. Dr. Maycie Southall of the Peabody College, Nashville, Tennessee, and the National President of Delta Kappa Gamma, was guest speaker.

She said the time had come when Delta Kappa Gamma would be in every unit in every state in the nation, with leaders in every professional group among the teachers in high school as well as colleges. Its members, she said, exemplify the highest type of professional woman and although it is an honor to be asked to join the society it first should be looked upon as a great responsibility.

Dr. Madilene Veverka, director of curriculum, Los Angeles city schools, and State President of the Delta Kappa Gamma presided. Dr. Veverka was re-elected president; Dr. Evelyn Clement, State Department of Education, first vice-president; Dr. Katherine McLaughlin, education faculty, U. C. L. A., second vice-president; Mrs. Adeline Newcomb, Los Angeles city schools, treasurer; Mrs. Pauline Merchant, principal of Garden Grove School, corresponding secretary; Ethel Sykes, Los Angeles, recording secretary, and Mrs. Ethel Ward, Alameda County deputy school superintendent, parliamentarian. Dr. Veverka was made a life member of the fraternity, and Dr. Gertrude Rounsavelle, Los Angeles, and Mrs. Florence Porter, Bakersfield, state honorary members.

DAN WHITE, 40 YEARS SUPERINTENDENT OF SOLANO COUNTY

"It will not be long before I retire from office. It has indeed been a pleasure to have occupied the position of school superintendent these many years. The people of Solano County have been good to me. The loyalty of our teachers has been wonderful. Words are inadequate to express my thanks."

This paragraph in a recent letter from Superintendent White brings the realization that after this term school men of California will miss from their ranks one who for fifty years has been a loved and honored comrade.

Dan White

His students, hosts of them; his administrative associates, his teachers, will feel the loss of a personality whose genial warmth has contributed almost as much to his long term of service as his capable administrative gifts.

Miss Anna Kyle, one of the Solano supervisors, sends the following story of the fifty years of service which Superintendent White has given to the schools of California.

"The recent City and County Superintendents Convention, held in Pasadena in October, had in attendance four men who in 1901 attended the superintendents convention held in San Jose, with headquarters at the St. James Hotel. These four men were: G. P. Morgan, county school superintendent in Tuolumne County since 1887 and re-elected this year; Dan H. White, county school superintendent of Solano County, 1899-1939; E. C. Boynton, Boynton Teachers Agency, and Charles C. Hughes, superintendent of Sacramento city schools, then called the 'boy superintendent.' A highlight of the San Jose convention was the hiring of a coach and four to make a trip to Lick Observatory on Mt. Hamilton. Because of the slowness of transportation at that time the journey seems to have occupied most of the night.

"Harr Wagner, founder and editor of the WESTERN JOURNAL OF EDUCATION, was also in attendance at this convention. He was closely associated with all school authorities. Mr. Wagner was very popular as an institute speaker. He was well versed in California history and told his many tales in a most fascinating manner. His favorite subject was Joaquin Miller.

"Dan H. White is now retiring, after fifty-two years of active service in educational circles. Forty of these years have been spent as county superintendent of Solano County schools. Mr. White was elected first in November, 1898, taking office in January, 1899. He had opposition in the elections of 1902, 1906, 1918, and 1934, but always won by an increasing majority.

"Mr. White was born near Petaluma on December 29, 1865. He was educated in the elementary and high schools in Petaluma, being graduated in May, 1884, when C. E. Hutton was superintendent there. He took the teachers' examination in Sonoma County in June of that year, finishing fourth in a class of approximately fifty.

"His first teaching was at the Eureka District School, a rural school of ten pupils, in 1887. In July, 1889, he first came into Solano County as principal of the Green Valley School at Cordelia, retaining that position until December, 1898.

"While in Cordelia Mr. White edited and published the *Cordelia Star*, a small newspaper, later changing the name to

the more modern one, *Cordelia X-Ray*. The printing press used for this, a hand operated press, together with the paper, was purchased by Charles A. Jensen of Rio Vista. It was later acquired by the Solano Republican in Fairfield, where it is used today as a proof press.

"In June, 1893, Mr. White was appointed as a member of the County Board of Education, a position which he has held ever since. In 1897 and 1898 he was president of the board, during A. P. Sanborn's term as superintendent of schools. He defeated Mr. Sanborn in 1898, running on the Democratic ticket. He has been a member of the Bay Section Council of the California Teachers Association for the past five years.

"It is interesting to note that he has held office under six state superintendents—Thomas J. Kirk, Edward Hyatt, Will C. Wood, W. J. Cooper, Vierling Kersey, and Dr. Walter F. Dexter."

MERCED PAYS AS IT GOES

W. Max Smith, District Superintendent of Merced Elementary Schools, reports that Merced has been solving its building problems comfortably without bond issues and in most cases without government aid.

Last year two rooms of the activity type were added to the Galen Clark School to accommodate part of the primary department. This fall a new $12,000 kindergarten building opened. Both buildings were constructed by the District without either government aid or a bond issue. The new kindergarten building is English Colonial in architecture and contains a large assembly room with a stage, an activity room and a toy room. Modern in every way, it is painted in pastel colors, contains a fireplace, and will serve as a meeting place for the faculty, the local P. T. A.'s and the County Principals' Association.

At the present time a new $60,000 unit is being added to the John Muir School, consisting of a music room containing three sound-proof practice rooms, a homemaking department of two rooms, an art room, and a combination cafeteria, social hall and gymnasium. To aid in this construction a government allotment of $27,000 has been granted, but no bonds have been issued.

W. Max Smith, who has been city superintendent of Merced since 1932, is a Californian by adoption. When he was ten years old he moved here with his family from his birthplace in the hills of Kentucky only forty miles from the historic Lincoln log cabin. Mr. Smith did his undergraduate work at Pomona, Fresno State and the University of California. After receiving his M. A. from the University of Southern California he held several types of positions which gave him a broad experience in administrative work. These included elementary principalships in Tulare and Arosa, the directorship of continuation education in Visalia High and Junior College and athletic coaching in the Junior College. The position he held prior to the Merced superintendency was that of deputy superintendent in the Tulare County office. In this capacity he directed coordination and guidance in the county schools for the purpose of bridging the gap between elementary and high school, as there were no junior high schools in Tulare County. He was also a member of the Tulare County Board of Education for six years.

Mr. Smith is carrying on an integrated program in all grades in Merced using as few teacher contacts as possible per child except for the special teachers of art, music, industrial arts and homemaking. The fundamental consideration in carrying out the integrated program and lowering the number of teacher contacts is the personality of the teacher and the teacher-pupil relationship. While broad cultural background is necessary and degrees are desirable, they may be considered secondary to personality. Mr. Smith encourages the unit type of program, but he does not require this method of instruction. Only those teachers who have been trained in the method or who have the definite urge to try it are expected to use it.

PROFILE OF CHERRY AVENUE SCHOOL

Mrs. Alice G. Mulcahy, Assistant Superintendent and Supervisor of the Tulare City Schools, sets a new style for the delineation of school buildings in the following concise report.

Name: Cherry Avenue.

Location: Five blocks north of Tulare Union High School on a fifteen acre tract of land.

Type: Regulation school building, concrete, stucco, one-story with exception of part over administrative offices. Upstairs used as nurse's offices and room for resting (pupils). Large, airy, U-shaped building.

Level: Seventh and eighth grades only (412 pupils).

Cost: Contract price, $105,109.90; furniture and equipment, approximately $30,000; land, $4,730.

Nice features: Ample office rooms, conference room and sample display room off the assistant superintendent's office; large library (which has to be used as classroom); adequate cafeteria (grand cooks); a science room, pride and joy of the building, so fascinating that it is never empty; a small auditorium, which can be made by opening folding doors between two classrooms, one of which has a folding stage; an open air auditorium, opposite the front entrance.

The Cherry Avenue school was designed to house the seventh and eighth grade classes, but already the ten divisions of these classes have crowded into the library and every space available. A bungalow has been moved onto the grounds for the music classes. What to do? We can't keep abreast of our ever-increasing enrollment, over two hundred more pupils in the system than there were last year, with the enrollment still growing. Nevertheless teachers and pupils are delighted with the new plant.

The Cherry Avenue School

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TO WINGS

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By Carolyn Sherwin Bailey
Illustrated by Margaret Ayer

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THE EDUCATION OF FOREIGN CHILDREN

The third annual conference of teachers of children from homes in which some language other than English is spoken attracted more than four hundred teachers to a meeting held in Pasadena on December 3, 1938. The State Department of Education, in co-operation with the California School Supervisors Association, Southern Section, sponsored the meeting.

Dr. John A. Sexson, Superintendent of Schools of Pasadena, arranged to have four schools, which are attended principally by children from foreign homes, available for visiting from nine until eleven o'clock on Saturday morning. The work was not in the nature of a demonstration, but afforded opportunity for visiting teachers to become acquainted with the types of experience which Pasadena schools provide for these children. The attention of teachers was directed particularly toward room arrangements, instructional materials provided, the music and art programs, and health and recreational services.

Among the schools participating was Garfield school, a downtown school, with a mixed population of white, negro, Mexican and Oriental children. Thirteen classrooms from kindergarten through grade six were available for visiting. The Fremont school, serving an entirely Mexican population, had five classrooms which were of particular interest to teachers in rural schools. The Cleveland school, which serves a residential district, enrolls white, negro, Mexican and some Oriental children. Night classrooms were open to visitors at the Cleveland school. The Lincoln school, serving a similar population, had nineteen classes available for observation, including a special class and a remedial reading group.

The program from eleven to twelve o'clock consisted of four workshop sessions. A demonstration of creative music activities, together with an exhibit of creative music and rhythmic instruments, was conducted by Mrs. Lillian Mohr Fox. A demonstration on how to develop creative abilities of children in the use of water colors and crayons was conducted by Miss Fannie Kerns, Supervisor of Art, and her associate, Miss L. Elston Glenn. The room in which the art workshop was carried on was beautifully decorated with various Christmas ideas. A demonstration on elementary industrial arts was set up to show tools, woods, materials, and models, which are used in the industrial arts program. The industrial arts workshop was conducted by Miss Vivian Borgman, Supervisor of Industrial Arts. In the museum rooms there was a very interesting exhibit of materials used in connection with a transportation unit, materials for elementary science, and other visual aids related to the elementary school program. This exhibit was under the direction of Mr. Courtenay Monsen.

A particularly well attended and interesting conference was held in the conference room of the Vista del Arroyo Hotel, under the direction of Dr. Margaret Bennett, Director of Guidance. She was ably assisted in a symposium by the principals of the schools and the staff of the guidance department.

A luncheon session was welcomed by Dr. George Merideth, Assistant Superintendent of Schools. During the subsequent program members of the instructional staff of the Pasadena city schools were called upon to make brief statements of various phases of the program.

The Pasadena meeting represented particularly the interest of the California School Supervisors Association, Southern Section, in this problem. Mrs. Katherine Murray, General Supervisor, San Bernardino County, has served as chairman of a committee on the education of children from foreign language homes for the association during the past two years. Mrs. Murray spoke briefly on the work of this committee during the luncheon session.

The immediate plans for the conference were under the direction of Mrs. Fannie Shaftel, Director of Curriculum, Pasadena, and Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education.

The teachers in attendance voted to continue the plan of annual conferences for this group. The Pasadena conference was rich in practical values for classroom teachers and the conference closed with many expressions of appreciation for the spirit of professional service on the part of the Pasadena teachers, principals and supervisors, who had shared so liberally with the visitors their program for the education of the foreign children.

RADIO'S PLACE IN THE LOS ANGELES SCHOOLS

From the Radio Office, Los Angeles City Schools

It is a rare privilege to be living in an age that sees the tradition of the classroom give way so rapidly to intelligence in the matter of classroom use of the radio. We gain a point of view that reaches far beyond our ordinary personal interests as we begin to comprehend the far-reaching influence of radio in the lives of our young people. Radio today is a force with infinite possibilities. It may enrich or impoverish, refine or degrade. It may level or create barriers. Hence it becomes imperative to organize for intelligent use of this force. The Los Angeles City Board of Education recognizes the value of radio as an educational device and is developing every possible means of utilizing it to the greatest advantage of children. The program which was inaugurated a little more than a year ago has developed with amazing rapidity.

Schools are encouraged to buy radios out of student-body funds, or funds raised through pay entertainments, to build receiving sets in work-shops, and to accept radios as gifts from Paren-Teacher Associations, civic organizations, or individuals.

A teacher-co-ordinator of radio activities has been appointed to work with the schools, the broadcasting companies and various agencies, in order to correlate all factors contributing to education by radio.

By means of a radio chart which is sent to the schools weekly, the teachers are informed of radio programs of educational value, the day and hour when each program may be heard, the content of the program, the subject and grade level. Suggestions are given for the use of the program in the classroom.

Institute sessions are arranged where teachers and others with a knowledge of the use of radio in the classroom can be heard. At these sessions actual classroom situations are demonstrated so that teachers can see a lesson in process in which a radio broadcast is utilized. Broadcasting companies have co-operated in permitting teachers and students to see actual educational broadcasts from the studios.

A teachers' handbook for the classroom use of radio has been prepared and sent to all schools in the Los Angeles city school district. In this handbook teachers are informed that radio is now welcomed to full curricular status in the Los Angeles city schools. Methods are suggested and procedures given for the school use of radio. Standards for the selection of radio programs, guidance for out-of-school listening, suggestions for using the radio chart to best advantage, ways to procure receiving sets — these and many other valuable aids will be found in the handbook titled "Radio Learning."

Students at Hollywood High School tune in on an educational broadcast.

But the program does not stop here. Both students and adults are listening to the radio with a purpose. They are demanding quality in ever-increasing measure. They are alive to the fact that we, the people of the United States, may choose what we shall hear over the air waves, that radio stations must be operated in "the public interest, convenience and necessity." And so a greater understanding and co-operation is being developed between school folk and those responsible for radio broadcasts.

Broadcasts planned and designed primarily to correlate and enrich school units of instruction have been developed and may be heard regularly over local stations. The broadcasts include a series of folk and fairyland tours for young children, news broadcasts sepecially designed and edited for reception in the schools, a series of dramatizations of American Indian folklore, the story of Los Angeles from its origin to the present time, and a series of weekly broadcasts on the Constitution of the United States.

The radio is so much a part of the American way of living that it needs no introduction or explanation to the student. Through this medium he is brought into contact with the dramatics of living, and his destiny is shaped for good or ill. Is it not of tremendous importance that we make an effort to guide children in habits of discrimination in the selection of radio programs?

Perhaps no one thing has given greater momentum and impetus to the program of radio in education than has the broadcasting in recent months of the international crisis. The impartial discussion of the national issues and special events in this and foreign countries marks a new high in broadcasting. More than this, it brings home to students the conflict between dictatorship and democracy, oppression and tolerance.

There are many crucial issues in the business of making a responsible citizen, who has learned not only to live with himself and like it, but to adjust himself to the modern world about him. In the solving of these issues we shall not overlook any tool or device which may contribute to the process of achievement.

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Education of Children of Seasonal Workers

By HELEN HEFFERNAN

The State Department of Education in co-operation with the California School Supervisors Association, San Joaquin Valley Section, and the California Elementary School Principals Association, Central Section, called a Conference on Education of Children of Seasonal Workers at Fresno State College December 9-10 to discuss problems of the education of seasonal workers. The following is abbreviated from the report contributed by Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education.

No problem looms larger on the educational horizon in California than that of the education of children of seasonal workers. No one knows exactly how large the problem is because of the great mobility of the workers in the agricultural areas of the state. In the period from June, 1935, to June, 1936, the Resettlement Administration reported that 71,000 migrants entered the state. In April, 1938, the Simon J. Lubin Society of California stated in a publication entitled *Their Blood Is Strong* that "there are now more than 250,000 homeless migrants in the agricultural fields of California." A study of the educational problems in a sampling of counties would indicate that at a conservative estimate 30,000 of these migrants are children of school age.

The recent conference gave attention to problems of providing labor for crops, housing in labor camps, health, social welfare and education. Various federal, state, and county agencies, as well as other interested organizations participated. The school departments of eighteen counties, including Colusa, Fresno, Kern, Kings, Los Angeles, Madera, Mariposa, Merced, Sacramento, San Bernardino, San Joaquin, San Luis Obispo, Santa Barbara, Santa Cruz, Shasta, Stanislaus, Tulare, and Ventura were officially represented.

Economic Basis of Migratory Problem

The need of a large amount of farm labor in California lies at the root of the problem. According to Dr. Omer Mills, representing the Farm Security Administration, one-third of the large scale farms of the country are in California. That farm laborers work for relatively few large employers of labor is indicated by the fact that 12 per cent of the farms in California employ 78 per cent of the labor. After the peak of the harvest many agricultural laborers are out of employment. It is estimated that in September 150,000 agricultural workers are required, while in January and February only 50,000 are needed.

The labor difficulty arises out of California's peculiar cropping pattern. Large numbers of laborers are required for the peak season, which means that thousands of unemployed workers become a problem to government agencies concerned with health, social welfare and education during many months of the year.

The problem is further complicated by the fact that when crops are ready to harvest, the growers are anxious to have them harvested as soon as possible. The call for labor is frequently in excess of the need. In 1937 there were enough workers to harvest the cotton; this year the cotton acreage was decreased. Weather conditions reduced the fruit crop. The result is that in 1938 there was a surplus of 40,000 workers.

To correct the chaotic labor situation in the state Dr. Mills said a plan must be established to route agricultural labor through government employment service, and whatever surplus labor exists must be drawn off and employed elsewhere. The excess number of workers may be assigned to various conservation projects.

Problems of Housing and Health

One of the most pressing problems related to migratory labor is that of housing of the workers. In California, with 4500 labor camps and 3500 auto camps, which serve as temporary shelter for many migratory families, there are only three supervisors of camp inspection provided in the department. In spite of the inadequacy of the personnel conditions have been improved greatly in privately owned labor camps through the co-operation of interested growers.

Dr. Ellen Stadtmuller, of the State Department of Health, stated that records show that typhoid has flared up in certain areas. In spite of mosquito abatement activities 324 cases of the most serious type of malaria have been reported. Some cases of small pox have occurred. Pellagra, hitherto unknown in California, has been reported, and some alarm is felt concerning the possibility that soil contamination has taken place leading to the dread hookworm.

R. T. Neideffer, representing Superintendent Lawrence E. Chenoweth of Bakersfield, presented some of the most pressing health problems arising from the transfer of children of seasonal workers from rural to city schools: "Many of these children present health problems because the nature of their existence requires their contact with all sorts of unhealthful conditions. This problem reaches farther. Children from our 'stable' families are in contact with possible contagion from all parts of the country.

"The social habits and background of children of seasonal workers may often, if not carefully supervised, lower or break down the pupil morale of the entire school. Examples of chewing, and smoking tobacco in lavatories, and sex conduct on the playground, together with social diseases in the elementary level, have become evident with the greater advent of the children of seasonal workers."

Education of Children of Seasonal Workers

The school attendance and child labor laws of the State of California are established to prevent the exploitation of children. These laws are intended to guarantee the rights of children regardless of social or economic status or parental attitude. The future of the state depends upon the intelligence of its citizenry. It is unthinkable in the interests of social welfare and civic progress that any group of children shall be deprived of educational opportunity.

For the past twenty years the California State Department of Education has adhered consistently to a definite policy in relation to the education of migratory children. It may be stated briefly thus: *Wherever there are children of school age, it is the responsibility of the constituted educational authorities to establish and maintain schools of a quality equal to that of schools provided for the permanent residents of the community.* In order that this policy

may be carried into effect, specific provisions have been enacted into the laws of the state.

But the problem is more than the enforcement of laws; it is one of developing public understanding and support of the program the law makes possible. Our school superintendents need public support in the activities they are empowered to undertake in behalf of migratory children. Meeting the educational needs of these children means provision of proper school buildings, with standard classrooms, and proper sanitary facilities. It may mean providing showers and bathing facilities which are too frequently totally lacking in the labor camps. It may mean providing for a noonday meal of nourishing meat, fruits, vegetables, and milk. It may mean providing facilities for rest. It may mean modification of the school program to give greater emphasis to the immediate problems of these children.

Unfortunately the school superintendent does not always find the needed support. If the facts are to be faced realistically, we must admit that there is frequently discrimination against migratory children. Such children and their parents are wanted only as a solution to a labor problem. They are not considered an integral part of the community life: the children are not wanted in the regular schools because of considerations of cleanliness, health or social status; and some socially myopic adults who would decry long hours of labor as barbarous for their own children actually advocate labor rather than education for the migratory child.

Local authorities are frequently in full sympathy with the grower, who must get his crop harvested. Sometimes members of local school boards are employers of migratory labor and cannot view the problem impartially from the point of view of child welfare. The walnut grower or the prune grower feels his own economic need far more than he feels the child's need of education. Children of migratory workers have no protection except an aroused public sentiment. Socially-minded citizens must protect children from ignorance. Their parents are too concerned with immediate economic distress to take a long view of the child's welfare.

Society has a great stake in the future of these American children. The personal injustice done each overworked, undernourished, poorly educated child who lives in unwholesome labor camps will eventually bear fruit. The migrant child of today will become a serious liability to the country tomorrow as cheap labor, as a poorly educated citizen, as an abnormal, unsocial, and unhappy human being.

California has developed an educational program of which it is justly proud. But in this age of the trailer, the schools of California are being inundated with a migration of children from states in which educational opportunity is below our standard. In this migration school administrators see their carefully developed organizations disrupted; teachers are bewildered by enormous enrollments of retarded children: the children themselves are distressed as they try to make adjustments to environments of family instability, of emotional unrest, of economic insecurity, of sub-standard living conditions which jeopardize health and morals.

Out of the present situation arise two inescapable lines of thought: (1) that education must increasingly become the concern of the federal government in order that children in all parts of the country may be afforded equal educational opportunity: and (2) that in this emergency, caused by drought, dust storms, and economic dislocation, the federal government must co-operate with the western states in meeting the needs of these families by supplying suitable housing and by helping the state and local communities to meet educational, health, and social welfare needs. The excellent federal labor camps represent a step in the right direction, but this program must be extended into many other areas than those now served.

The racial composition of our migrants has changed. In 1930 it was largely Mexican. Now it is largely good old American stock from the drought states. These migrants have arrived and continue to arrive in cars of ancient vintage, with home-made trailers attached—and, they have come to stay. There is little likelihood that any great number will return to their previous homes; they will become permanent residents in some part of our state. The problem for us as a state and nation is to find ways and means to extend economic security, education, health, and social service to them.

Recommendations

Clarence Edwards, Fresno County Superintendent of Schools, recommended a state emergency fund to support schools when rapid increases in school population render local school finances inadequate.

A committee, appointed to draft a statement representing the recommendations of the conference, submitted the following statement which was approved unanimously as representing the opinion of the group assembled:

I. Minimum Acceptable Standards for Emergency Schools

1. All children between ages of eight and sixteen must be in attendance in accordance with the provision of the compulsory education law; 2. A safe, sanitary, and educationally serviceable school plant should be provided; 3. An adequate supply of pure water must be provided; 4. Transportation should be provided for children who reside more than two miles from a school house; 5. The length of the school day should be the same for the emergency situation as it is in the regular day school and should be standard for the whole district. Crop holidays for emergency schools should be discontinued; 6. The teacher load should not be heavier in emergency schools than that which is standard in the regular schools of the vicinity, and in no case should the teacher load exceed forty pupils; 7. The course of study should be adapted to the needs of the child without regard to the grade placement; 8. Suitable tables, chairs and other school furniture, together with adequate supplies and other materials of instructions should be provided. State approved emergency building plans should provide for blackboard space, closed shelving and supply cupboards. These plans should specify an adequate supply of toilet facilities; 9. The regular services of the county school library and the entire supervisory staff of the county school department should be furnished.

II. Needs Related to the Emergency School Situation

1. California should seek special federal appropriations for that portion of school costs which it bears by reason of the mobility of the seasonal workers who are not regular state residents; 2. The state should set up an equalization fund for relief to distressed districts which are effected by large migration of seasonal workers from other districts within the state; 3. Inasmuch as the education of children cannot progress unless their basic physical needs are met, adequate financial support should be given the present public state and county health, housing, and social agencies so that present laws can be adequately enforced: 4. State camping privileges should be regulated and confined to established areas: 5. Provision should be made for day nurseries and nursery school care for children below school age whose parents are engaged in agricultural labor: 6. Provision should be made to insure that labor camps shall have reasonable protection of law enforcement agencies; 7. The State Department of Public Instruction should make an adequate survey of the migrant school population in California.

The Balance of Nature and Human Relationships

By WILLIAM K. GORSUCH AND FRANCES S. THORNTON
Teachers, Pleasant Valley School

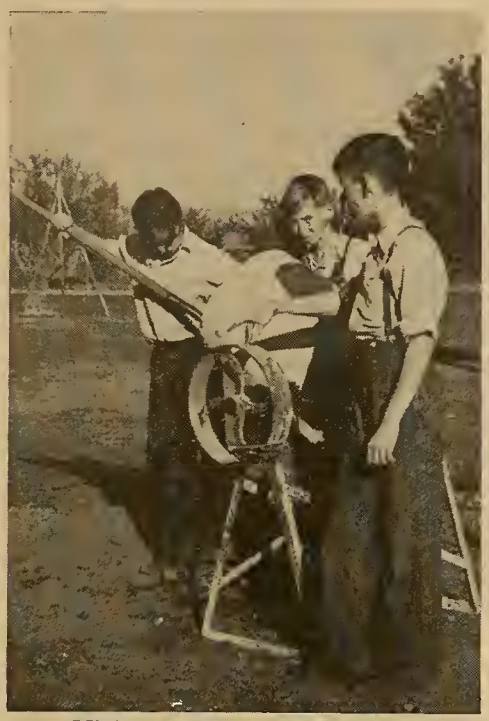
Pleasant Valley School is located about two miles northeast of the city of Chico in a rural district of Butte County, under the direction of Superintendent Jay E. Partridge. Dr. Lloyd G. Ingles, Associate Professor of Biology, Chico State College, says of the following unit: "It is indeed the best science unit I have ever seen in a public school, yet it was directed by two young teachers who had no previous experience in this new and better kind of teaching. The unit illustrates what can be done in a rural school which has a lot of teacher ingenuity."

In the two-teacher school in Butte County where this unit was developed all school activity had previously been a matter of unrelated drill work, so uninteresting to the children that discipline had become difficult. The problem was to launch this unit successfully in a rural community where units of work and student activities were unheard of and where any member of the animal kingdom was known only for the use to which it could be put on the farm. A spacious schoolground provided a wonderful place to carry on an activity program. The soil was a rich sandy loam, and there was an ample supply of water. A small fishpond had been built in the front yard, but was too small. There was some lumber at the school and a few scattered flowers, all of which were used to begin the work. Lumber, tools, shrubs, plants and seeds were also furnished by the pupils and some interested members of the community.

The year's work was begun with the idea of developing in the children an understanding of the forms of animal life found in the vicinity, and an appreciation of nature which would enrich their lives. After careful thought and much discussion with the children the teachers chose as their unit material "The Balance of Nature and Human Relationships." The whole school, from the first through the eighth grade was to participate, and the children were grouped according to ability, each child doing as much work as he could handle successfully.

It was decided, also, to correlate all subjects, using material and information gained from the unit as a basis for classroom practice. In other words, this science unit was to be a source of interest and information and to provide the materials for practice periods on the necessary tool subjects which had been dry and uninteresting previously.

Reference materials and books were furnished by the county and the Chico State College libraries. Pamphlets and bulletins were obtained from the Division of Fish and Game at San Francisco and from the Department of Agriculture, Washington, D. C. The science bulletins put out by the State Department of Education were used as reference material. Other materials, such as microscopes, binoculars, petri-dishes and bell jars were loaned by the biology department of the Chico State College.



Mixing cement for the fish pond.

Introduction of the Unit

Since our unit was "The Balance of Nature" we began by discussing how man and animals depend upon one another. In the primary groups, this led to a discussion of homes, and the relation of men and animals to their homes was studied in all groups. We talked about all types of homes within the animal kingdom and how they are maintained: homes under water, in the ground, in trees, and elsewhere.

The children brought in large jars, most of them from one to five gallons in size, and learned how to set up a complete world in a balanced aquarium. Fish life and habits were studied and were the topics of many co-operative stories and charts for primary reading, as well as compositions by other groups. Words and terms were selected and incorporated in regular spelling lessons. Original poems were written and set to tunes composed by the children. Since the children had no background in scientific training, a great deal of reference reading was necessary in the intermediate and upper groups. This reference work was accomplished during silent reading periods.

To stimulate interest in fish life and habits a trip was taken by the pupils in fourth to eighth grades to the Mill Creek salmon hatchery and to the Mt. Shasta trout hatchery. Here the children were able to observe methods and experiments used by the government in raising fish for the purpose of stocking the streams.

Incidental Arithmetic

It was decided next to have a control pond outside to furnish fish and plant life necessary for making indoor aquaria. So the building of a large fishpond began. It was necessary here for some of the older children to learn the proportions for mixing concrete, since the children were doing all this work themselves. The children could see the necessity of a knowledge of arithmetic, and many problems were worked out with concrete mixture as basis.

The fishpond became attractive in an artistic setting of rocks, but it needed flowers and shrubs to make it look natural. This led to the building of a lath house where we could do our own propagating of trees, shrubs and flowers to be used in beautifying the entire grounds. In constructing the lath house the older pupils had to have lessons in measurement, use of board feet, and figuring amount and cost of materials.

Landscaping

After completing the lath house the pupils in fourth to eighth grades were taken to a local nursery where they observed trees, plants and shrubs during different periods of their growth. Demonstrations were given by the nursery man on soil mixtures for starting slips, methods of transplanting trees and shrubs, and their proper care.

With this information the children brought plants and shrubs from various sources, which they used in landscaping the front of the school yard and the back and sides of the grounds where, heretofore, there had been only weed patches. None of this landscaping encroached upon any of the playground areas.

A friendship rock garden was set up in the front yard to which people of the community and others interested in the school donated rocks and plants.

The study of balance in the home brought us very naturally to the different kinds of foods, properly balanced and necessary for good health. A vegetable garden was the result of this food study. The children worked the ground and brought seeds from home, which they planted. They were proud of their garden and gave it the best of care. By the end of the school term they had partially matured corn, peas and beans. Their young watermelons were doing nicely when school closed.

Balance in Bird Life

To show how nature maintains a balance in the homes of birds, the pupils set up a bird sanctuary on one side of the spacious school yard. This was also for the purpose of studying bird habits, learning their names and developing and furthering the idea of conservation. The children built bird houses and set them up in a large, dead tree, which they brought in for that purpose, set up bird feeders and built bird baths. As an inducement for birds to come to the school grounds, shrubs were planted and brush piles artistically arranged to provide cover and protection. In one corner of the yard the children fixed a place where they could make and set traps for birds. The birds they caught were banded and turned loose again. The bands were furnished by the United States Biological Survey, Washington, D. C., and the numbers of the bands were recorded as they were put on the birds. In this way the children learned firsthand and at close range the names of the birds, their migratory habits, and which ones were beneficial or harmful to man's interests.

Indian Lore

The locality in which this school is situated is rich in Indian lore, and many relics are found in the vicinity. Because of this, and because so many of the children possessed some Indian blood themselves, it was natural for them to be interested in the different tribes that had lived in that vicinity, some of which still do, and in the ways in which they maintained a balanced existence related to other forms of life. They set up Indian displays in the rooms, using artifacts that had been found in the caves and camping grounds near the school. They made a large tepee outside, and by using some of the pestles and mortars they brought to school, they ground acorns to make flour, just as the Indians had done for centuries.

Study of Animal Life

As the animal life in this region was studied, many different species of snakes, such as gopher, Boyles king, racer, western and giant garter snakes were brought to school. This, of course, brought up the question of the value of snakes, where they live and what part they play in the balance of nature. The children studied the characteristics of venomous snakes and learned what to do in case of a rattlesnake bite. Those who were at first afraid lost their fear of snakes and learned to recognize the beneficial from the harmful species.

Different kinds of lizards such as the blue-bellied lizard, alligator lizard, western skinks, and horned toad were brought in. All of these reptiles were kept in cages within the classrooms, where they received food and care from all pupils of all groups.

Native spiders were brought in to be studied. Some of these were the black widow, tarantula, daddy longlegs, orb weavers and jumping spiders. A study of these spiders showed that, due to much superstitious belief, spiders were generally regarded as being poisonous. The pupils found that only a few spiders are harmful. They learned their characteristics, habits and where they are likely to be found.

A study of the natural surroundings led to the making of rock and mineral collections. These were indeed interesting. The containers were made from boxes and scraps of boards and laths. They were painted and cotton was brought from home on which to set the specimens. Many of the specimens used were found on the school ground, or on the way to and from school. On Saturdays hikes were taken into the hills to collect more. Some of the pupils visited the local chamber of commerce and obtained information on the rocks and minerals to be found in Butte County.

In correlating this unit with social studies comparisons were made between countries and places on the globe such as the Amazon valley, a wet, hot land, the Sahara desert, a hot, dry land, Holland, a wet, low land. These comparisons were made to find out what the various existing balances are, how man has interfered or upset the balance of nature, how he has changed the balance to suit his own needs, and how the forces of nature are forever striving to maintain their own balance.

Building the lath house.

Library News

Edited by MABEL R. GILLIS, State Librarian

AN ADULT EDUCATION ADVENTURE

By Bessie B. Silverthorn, Librarian Stanislaus County Library, Modesto

A real adventure in adult education is taking place in the nation today in which California librarians are having an inspiring part. Believing that libraries are rich mines of knowledge to homemakers but unquarried except by the trained worker, the American Home Economics Association initiated a plan in 1935 to remedy this situation by appointing a committee on home economics in education through libraries. Its purpose was to stimulate the reading of home economics books by the general public.

Two definite needs were apparent at once. One was a listing of books on home economics already in libraries, with suggestions for the addition of titles suitable for the layman. The other was a workable plan for getting them read. The association appointed two leaders in the home economics field to work out this problem as co-chairmen of this committee. Miss Edna P. Amidon, Office of Education, U. S. Department of the Interior, was put in charge of the booklist and Miss Harriet G. Eddy, state home demonstration leader, University of California, was given the responsibility of promotion.

By 1937 a booklist had been prepared which librarians were enthusiastically checking with their collections. This bibliography was compiled from suggestions of teachers, extension workers, and others who work with adults. Mrs. Kathryn Van Aken Burns, then president of the American Home Economics Association, interpreted the range of books which might be included in the subject "home economics." She wrote: "Home economics is interested in home and family life which of course includes emphasis on the basic essentials, food, clothing and shelter. As life has grown more complex it is evident that homemaking cannot end within the four walls of a home and that home economics must train the individual not only for worthy home membership, but for participation in contemporary life. It is no longer enough that the homemaker be able to adjust to social change in the family and community at large. It is not enough to know values in food, clothing, and shelter; learning to live successfully with other people is increasingly important if the individual is to have a rich and worthwhile life. If home economics is to make any contribution to home and family living it will need to include subject matter from many sources. If the library committee can help in pointing home economists to some of the many books in existence that touch on some of these larger values of home and family living, it will render a distinct service."

Nine demonstration states had been selected, and a six point program proposed by the promotion chairman as feasible. The points were: 1. Listing home economics books in libraries; 2. Securing their use by home demonstration groups, women's clubs and other organizations; 3. Printing these lists in newspapers and printing book reviews; 4. Purchasing additional books chosen from lists furnished by booklist committee; 5. Publicizing libraries' needs for better support; 6. Giving information to schools and to adult groups (in states having county or regional systems, or desiring to promote such organizations).

By 1938 thirty-two state chairmen and two territorial chairmen had been appointed by their respective home economics associations. A bumper crop of results was reported by these chairmen: 255 counties and 68 cities had organized, 1010 libraries and branches were co-operating, with 2500 units receiving service. Organizations co-operating were women's clubs, P. T. A.'s, farm groups, business and professional clubs, Y. W. C. A.'s, church groups, and fraternal organizations.

California has been fortunate in having one of the co-committee, Miss Harriet G. Eddy, as its state chairman also. Miss Eddy with Miss Maude I. Murchie, Chief, Bureau of Home Making Education, State Department of Education, and Miss Mabel R. Gillis, State Librarian, make up the Committee on Home Economics in Education Through Libraries, California Home Economics Association. California has been one of the nine demonstration states. The plan for its organization had included co-operation between the home demonstration agents and the county librarians, and some method for putting the plan into operation in those few counties having neither home demonstration agents nor county librarians. The interest and co-operation of the County Farm Bureau and the 4-H clubs was to be enlisted, as well as the Grange, Farmers' Union and others whose interests were rural. Home economics teachers and home economics clubs, women's clubs and city librarians were invited to assist in carrying out the project.

So hearty was the response from these various bodies that the committee was able to report in May, 1938, that fifty counties and twelve cities had effected an organization and through 772 units were giving service by emphasizing home economics books. The number of units receiving service was 1038. As a result libraries have reported increased circulation and additional books purchased. The interest of former readers has been revived and many new readers have been gained.

Typical of the county set-ups is that of Stanislaus County, where the county committee consists of Mrs. Dorothy Schreiner, home demonstration agent, chairman; Bessie Silverthorn, county librarian; and Mrs. Lillian Bleil, home economics instructor, Modesto High School. An especially happy combination for co-operation in widening the reading of homemaking books is that of the county library and the home departments of the Farm Bureau. The county library, with its numerous distributing points, its affiliation with the California State Library, and its privilege of interlibrary loans, makes an ideal ally for the well organized and eager members of the home departments.

The subjects of the homemaking books include: nutrition, hygiene, child development, handicraft and needlework, the house and its decoration, good grooming, family relations, gardening and its sister, flower arrangement, and many others. For recreational reading there is fiction with a homemaking application, travel and the books of never-failing interest on California history. Selecting these books is a constant challenge to the librarian who wishes that the scientist-author would write more books for the layman midway between the erudition of

"The Family," by Williard Waller and the sprightliness of "Orchids on Your Budget," by Marjorie Hillis. Lists of these books as sent to branches are printed in local newspapers. Book reviews by members of the library staff are published regularly in the Farm Bureau Monthly.

In order to bring books and borrowers into closer contact library chairmen have been selected by each home department. These chairmen examine the books at the branches selected for their use, and report at their meetings, either on the shipment as a whole, or on one particular book. Or they may delegate members to give reviews at these meetings. A library chairman may take an armful of books to her meeting and loan the books directly to her fellow members who find it difficult to get to the library branch. Many a non-reader becomes active after browsing through such a selection. Sometimes the custodian of the branch from which the women borrow can attend the meeting and talk over books. Three of the custodians in the Stanislaus County Library system are also home department library chairmen, a capital combination. In fact, one branch, closed for lack of leadership, was re-established in the home of the library chairman in her custodianship.

As often as it is possible the county librarian accepts invitations to visit the home department meetings and review books that she feels should not be overlooked. This personal contact is valuable to her as a way of learning first-hand women's reading interest and needs.

When summer comes the books from the county library accompany the home department women to their summer encampment, sometimes to the mountains, and sometimes to the beach. Here outdoor books on basketry, games and stunts are in demand as well as "best sellers," which have had to be passed over during past months. Again it is a privilege for the county librarian to attend this camp and meet the members and their leaders, county and state, and learn more of mutual aims.

From our neighbor county to the south we hear that the county librarian in her monthly broadcast over the local station always reviews two or three new home economics books. In Merced County, too, during Book Week several custodians at branch libraries gave "Mother's Teas," which the county librarian attended, reviewing not only new children's books, a feature of the week, but also some of the books on the home department shelf.

A community flower show, held in Fresno County, was the perfect opportunity for the local custodian to arrange a display of books on gardening, flower arrangement, and home decoration. Posters telling of the branch library in the community were displayed as well as lists of books. Another custodian in one of the smaller communities, hearing of an expectant mother who was not able to come to the library, took her a copy of Zabriskie's "Mother and Baby Care in Pictures," and told her of other books for young mothers. The many possibilities in the library habit were new to this woman and her husband, and they have since become steady patrons, the man finding helpful books about his work and the woman about homemaking.

The home department meeting in the home of the owner of large cotton holdings in Madera County resulted in the placing of a permanent collection for the use of the men and women of the community, and plans for serving the children of the cotton pickers during the vacation period.

A story also is told of a woman who shyly asked a county librarian, after the other club women had gone, for a book on "Manners." She and her husband had suddenly acquired a big house. Her husband wanted her to entertain, and she felt she did not know how and hoped that a book might help her. There were several books on hand, and she went away encouraged to make the new environment a success.

Kings County has issued some fine booklists for homemakers, with a valuable one on leadership, using such headings as "Understanding and Handling People—Ourselves Included," "Clubs and Club Work," "Speaking in Public," "Modern Etiquette." Still another is an annotated list of books for a home department summer camp.

There are many other phases of this adventure in rural adult education for future chroniclers to describe. Perhaps it is not too soon to paraphrase the good gray poet and say, "I see America reading."

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California School Trustees

Edited by FLORENCE C. PORTER

THE PRESIDENT'S MESSAGE

By G. Levin Aynesworth

Co-operation with California Teachers Association

Mr. Roy W. Cloud has informed me that the Legislative Committee of the California Teachers Association has tentatively approved two amendments to the tenure law, both of which I have considered, and they appeal to me as being quite proper and helpful. Doubtless other amendments will be proposed and we shall learn of their nature in due time. It is certainly a splendid attitude on the part of the California Teachers Association to work with our association in matters of legislation. There are some amendments to the tenure law, with respect to the removal of incompetent teachers that we believe in due season the teachers will themselves initiate and put through. We, as an association, do not have any legislative program along that line. We heartily welcome constructive legislative suggestions from the teachers' Legislative Committee and trust that our viewpoint shall always be considered in these matters. Frank discussion between the two associations of all matters affecting their respective legislative programs must of necessity be helpful. For either group to attempt to impose legislation affecting the other, without proper mutual consideration and co-operation, would be a mistaken policy. The teachers are entitled to great credit for the fine work they have done, legislatively speaking, and we, as an association, must recognize and pay tribute to that achievement. Any legislative program which we shall offer must be well considered and must have such merit as shall enlist the support of all groups interested in the schools of California.

Discharge of Probationary Teachers

There is considerable feeling among many boards of trustees and city boards of education that because it is so difficult to get rid of teachers who are not properly discharging their duties the evil can be met by failing to give probationary teachers tenure at the end of three years. The larger boards are generally disregarding that objection and granting tenure as a matter of course. If a teacher has made good during her probationary period, it would seem to be rather an unwise policy not to grant her tenure automatically and give her the benefit of her fine record. Any other policy on the part of a board may tend to discourage the teacher and militate against efficient service. We trust that all of our boards will give serious consideration to this matter, with the thought in mind of granting tenure automatically to all teachers at the end of a successful probationary period.

> The California School Trustees Association is not concerned with the recently announced "National Association of Public School Boards and School Board Members," with headquarters in Minneapolis, Minnesota. On the contrary, the California School Trustees Association, together with other state associations, will participate in a discussion of the advisability of some national organization, at the convention of the American Association of School Administrators, to be held in Cleveland next February. At that time a report will be given of an extensive study now being made by educators and trustees interested in furthering educational development.

Continuous Employment of Teachers

It is the policy of our association to encourage the continuous employment of teachers in all schools. While it is discretionary with the governing boards and districts of 850 or less A. D. A. to terminate the employment of teachers at the end of a year, experience has demonstrated that teachers do the best work under a feeling of security of position. Governing boards who appreciate that fact will always strive to keep efficient, capable teachers as long as they will stay with the district. If governing boards will keep in mind their obligations under the Code of Ethics and co-operate with the teacher in every way possible, encourage her in her work, and build and sustain public sentiment in favor of the teacher and the school program, it will be easier to retain competent teachers. It is nearly always true that there is someone in the district who makes trouble for a teacher. In such instance it is a major obligation of the board to strive to meet criticism and offset its influence, so that the children of the district shall have the value of the services of a permanent teacher. Constant change in teaching personnel is apt to reflect prejudicially upon the work of the children. We are sure that all the governing boards fully appreciate these matters and will do everything reasonably within their power to carry forward an efficient school program and continue to employ the teaching personnel so long as it is efficient and capable.

Services of the Association

Our association is formed to assist governing boards and school districts in solving their problems and meeting the demands of a growing and progressive school system. If at any time the governing boards of California feel in need of our services, we shall gladly assist in any way we can. If any of you have questions which you desire to submit to our Board of Directors, we shall be glad to receive them and answer them as best we can. By submitting to us your problems, you will manifest your interest in our work and enable us to extend our services in a helpful way. We trust that in the future you will submit your problems to us for our consideration and suggestions.

ADVISORY COMMITTEE ON SCHOOL BUS TRANSPORTATION

The State Department of Education has set up an Advisory Committee on School Bus Regulations, composed of one representative from each of the following educational organizations: California School Trustees Association, Department of Superintendents, Secondary Principals Association, Elementary Principals Association, Congress of Parents and Teachers and Public School Business Officials Association. It will be the function of this committee to study present regulations governing pupil transportation, and to make recommendations as to amendment or elimination of present rules and the need for additional regulations.

The first meeting of the committee was held in Sacramento, December 17. The State Department of Education was represented by Mr. Alfred Lentz, Legal Advisor, who will continue to serve with the committee. The next meeting will be held in Bakersfield on February 11, when reports of committees will be received and legislative needs discussed.

SACRAMENTO JUNIOR COLLEGE EXPANSION PLANS

Announcement has been made of expansion plans for Sacramento Junior College to be carried out at a cost of $200,000, financing to be under a PWA grant and a bond issue recently authorized.

Four buildings are to be erected: a Home Economics Building, Cafeteria and Store Building, Aeronautics Building and Engineering Building. A feature of the Home Economics Building will be a baby clinic where women students will be taught how to care for infants. Other facilities will include food and clothing laboratories and a model living room. It is planned to offer complete home-making courses when the building is completed.

The Junior College Institute of Aeronautics will have special shop buildings on the campus where planes will be assembled and dismantled. All buildings will be of concrete and brick construction.

This is the third major campus expansion since the Junior College was dedicated in 1926, and the new buildings will give Sacramento one of the most complete Junior College campuses in the country. Mrs. Mildred Bevil is President of the Board of Education, and Mr. C. C. Hughes is Superintendent of Schools in Sacramento.

HERBERT HEALY RETIRES

The Spanish Ballroom of the El Tejon Hotel in Bakersfield, was taxed to capacity December 13th when four hundred co-workers and friends from every part of Kern County and other parts of the state gathered to pay honor to Mr. Herbert Healy who is retiring from the position of Kern County Superintendent of Schools, which he has held for several terms. Every effort was made to make the occasion informal, and the fine co-operation which Mr. Healy has enjoyed for many years was evidenced by the elaborate decoration, favors and musical program offered, all the work of teachers in various parts of the county. Mr. Herman Spindt, now of the University of California faculty, but recently Superintendent of Kern County High School, and Mr. Lawrence Chenoweth, Superintendent of Schools in Bakersfield, spoke feelingly of their years of service with Mr. Healy, and complimented him upon the efficient and economic manner in which he has maintained his office. Mr. H. R. Olson, Principal of Delano Union High School, served as master of ceremonies, and Mr. Ernest J. Cuthbertson of Taft officiated in a graceful presentation of a beautiful wrist watch to Mr. Healy.

Hilmar High School Addition

Hilmar Union High School of Merced County has begun using its new Vocational Agriculture Building, which was recently completed at a cost of $16,000. The building includes a shop 50 feet by 80 feet, classroom, an office, milk testing room, and other facilities. The Board of Education, of which Mr. O. C. Anderson is president, is very proud of the fact that the building was financed on a pay-as-you-go basis and is entirely free of debt.

New Maple School at Shafter

Formal dedication of the new Maple school near Shafter (Kern County) was attended by several hundred persons this month. Dedicatory plans were in the hands of Principal Jack Singer and the Board of Trustees, composed of Mr. Frank C. Weibe, Mr. Aaron Warkentine and Mr. D. L. Shellenberg. The dedicatory address was delivered by Dr. Elam Anderson, president of Redlands College, and music was furnished by students of Maple school and other adjacent schools. Maple school is situated in one of the most rapidly growing sections of California, and has had a continually increasing attendance during the past few years. The building contains modern classrooms, auditorium and cafeteria, and was built at a cost of $65,000.

New Buildings in Escondido Union School District

The Escondido Union School District has just completed the construction of three new school buildings, two each of nine classrooms, with commensurate toilet facilities, and one auditorium-cafeteria - domestic science unit. The total cost of twenty classrooms, kitchen facilities and auditorium was $124,026.

The Escondido plant now occupies three contiguous blocks, one of which is devoted almost entirely to playgrounds, one almost entirely to buildings and one equally divided between buildings and playground facilities.

A public address equipment, modern kitchen equipment and semi-activity classrooms make the Escondido Union School one of the most modern elementary plants in the state.

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Survey of California School Cafeterias

A comprehensive survey of present school cafeteria management has been issued by the Santa Ana city schools. The survey shows that while the majority of school cafeterias are conducted by the district, yet many other equally effective means of operation have been developed to meet the individual needs at certain schools. In a few places management is by the principal, through cooking departments; in others it is by the student body under supervision of the principal: in one Los Angeles County high school the cafeteria is leased to a private party for five per cent of gross sales. Versatility in the method of purchasing supplies is shown in many instances, and approximately one half of the districts reported some assistance from the Home Economics Department. Salaries vary according to locality and the number of persons served. The entire study shows clearly the important part which cafeterias play in California schools, and should be of particular value to districts planning to give this service to students.

* * * * *

New Gymnasium in Watsonville

The Watsonville Union High School is now occupying a fine new gymnasium building, erected during the past year. The building and site cost approximately $143,000. The building is reinforced concrete, while frame stucco has been used in the dressing rooms. It is built to accommodate 1300 students.

Plans of the Board of Education call for the erection of a music building as the next addition and a request has been made for a federal grant.

* * * * *

Salinas Building Program

Superintendent R. D. Case of Salinas, and the Board of Education, composed of Mr. Harry Noland, Mr. M. B. Young and Mr. W. B. Murray, are completing an extensive building program, which has provided adequate housing for every department from the kindergarten through the junior college. No effort has been spared to make these buildings convenient and modern in every respect, and they add greatly to the appearance of the city as a whole. Salinas is a rapidly growing community, and has as well the problem of transient students. Superintendent Case and the Board of Education are to be highly commended for the splendid manner in which their building problems have been solved.

* * * * *

Buttonwillow Playground Equipment

A few years ago the town of Buttonwillow, in Kern County, was a small trading point for rather widely separated ranchers and oil people. Today it is a thriving center with well equipped modern school facilities for the several hundred boys and girls whose parents are helping to develop the community. The most recent addition has been the installation of several hundred dollars worth of approved playground equipment of modern safety design. Mr. P. A. Dunford is clerk of the board of trustees and actively interested in school development.

* * * * *

Survey of High School Plant

The Kern County Union High School Board of Education at Bakersfield has authorized a complete survey of the high school and junior college plant to be made immediately by Dr. Hart and Dr. Peterson of the University of California.

Alameda County Trustees will gather at a dinner meeting on January 27 at the new cafeteria of the Washington Union High School in Centerville. The County Superintendent, Edgar E. Muller, and Mr. H. F. Harrold, president of the Washington Union High School Board of Education, will preside.

SUPREME COURT DECISION

Liability of School District for Injury to Pupil Resulting from Operation of Private Motor Vehicles on School Grounds:

Where it appears from the complaint filed by a student of a high school district and others, in an action for damages, that the student was a member of a required class in physical education and was proceeding from the gymnasium to the playgrounds of the school over a course which lay entirely within the confines of the premises of the high school under the care, supervision and control of the instructor of such class, and while so proceeding was struck by a garbage truck being driven on the school grounds with the knowledge and consent of the district, its officers, agents, servants and employees, and that neither the district nor its agents, servants and employees had established any regulation to prevent such accident, although aware of the danger to pupils, the complaint is good as against a general demurrer and special demurrer alleging the complaint did not state a cause of action, and, since the complaint alleged that the plaintiff had filed a claim in accordance with and in obedience to the law of the State of California in said connection, as against a special demurrer that the claim of the plaintiff was not verified.

When the driver of a privately owned vehicle is given permission by the governing board of a school district to drive on school premises in the absence of any special conditions or regulations fixed by the governing board of the district, the driver is subject to special provisions of the Vehicle Code (section 511 (b) (1)) applying to school premises and to all the provisions of the Vehicle Code relating to traffic on highways.

The right of the governing board of a school district to prescribe conditions and regulations for the entry of vehicles on school premises exists independently of Vehicle Code section 603, in School Code section 6.1. Vehicle Code section 603 makes the provisions of the Vehicle Code relating to traffic on the highways applicable to vehicles permitted by school authorities to enter on school premises but does not relieve a school district from liability if its officers negligently fail to impose conditions and regulations which an exercise of due care dictates for the safety of pupils. This does not make school districts insurers of safety of children on the premises. The question of whether there has been negligence in permitting vehicles on school premises subject only to the provisions of the Vehicle Code relating to traffic on the highways is to be determined on the facts of each case. (Taylor v. Oakland High School District etc., 96 C. D. 462, superseding decision of Appellate Court, 92 C.A.D. 84 (page 71, March, 1938, California Schools).)

APPELLATE COURT DECISION

Compensation of Teacher on Leave of Absence

Where, in an action brought by a school district to restrain a county superintendent of schools from drawing his warrant on the funds of the district in favor of a teacher of the district for salary which the Superintendent of Public Instruction had under School Code sections 5.760-5.761 determined was due said teacher, the complaint of the district alleged that the teacher had been granted a leave of absence for one school year but that it did not clearly appear that the leave of absence was granted for the purpose of study or travel or that a written agreement for compensation to the teacher during such leave of absence had been entered into between the teacher and the governing board, it cannot be presumed that the leave of absence was granted under School Code section 5.722. Nor could it be said that the leave of absence was granted under School Code section 5.750, since that section presumably applies to absences from duty for which no leave of absence has been obtained. In the absence of any contention that the leave of absence was granted under School Code section 5.721, it may be concluded that the leave of absence was granted under School Code section 5.720.

The action taken by the Superintendent of Public Instruction was void because a refusal to pay compensation during a leave of absence is not a withholding of salary under School Code sections 5.760 and 5.761. It is difficult to conceive that a teacher granted an unqualified leave of absence from performing any service for one year can be said to be entitled to recompense by way of salary. (Standard School District v. Healy et al., 93 C. A. D. 358, — Pac. (2d) —.)

Purchase of Textbooks by Governing Boards of High School Districts

School Code sections 6.370 to 6.460 do not require the governing board of a high school district to purchase textbooks from the publishers, their agents, or depositories, exclusively, and such board may purchase such books by competitive bidding under School Code section 6.31, it being the duty of such board to purchase such books at a price lower than that fixed by the publishers if it is possible to do so. (Chandler v. Los Angeles City High School District, 95 C. A. D. 45, —Pac. (2d) —.)

* * * * *

W. P. A. Funds to Tulare County

Announcement has been made of the allocation of some $7000 in W. P. A. funds for the improvement of several rural schools in Tulare County.

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Book Reviews

From Milton Bradley Company.

From Moccasins to Wings, by Carolyn Sherwin Bailey. Illustrated by Margaret Ayer. Price, $2.00. The development of American transportation is colorfully presented through stories of boys and girls who lived in various periods of the nation's history and knew its travel ways, from the Indian footpath, the stage, the canal boat, the covered wagon, the pony express, the iron horse, to the automobile and the airplane. The stories are interesting in their own right, but the author's treatment of some phase of travel in each one makes this a book in which the history of transportation becomes a tale of adventure. In addition to telling the story of transportation the book makes clear the influence which transportation facilities have had upon American life and customs.

From the American Crayon Company, Sandusky, Ohio.

The Wall Manual. Price, $1.00. This manual for picture study and creative art activity contains ten fine reproductions of well known paintings, each about eight by ten inches in size, with supplementary material and worksheets. There is a biographical sketch of each artist's life, an outline for integration with other subjects, such as geography, social studies and music, and suggested projects for art activity. Thus the study of pictures becomes the motivation for creative effort on the part of the child rather than an end in itself.

* * * * *

Books for Older Boys and Girls

Selected by Wilhelmina Harper, Librarian, Redwood City Public Library

The Great Story. Harcourt. $2.00.
The story of Christ's life with magnificent reproductions of the most famous Biblical scenes. A book of distinction. Grades 6-8, and High School.

Jane Eyre, by Charlotte Bronte. Oxford. $3.00.
Beautiful new edition of a favorite classic, with Helen Sewell illustrations. High School.

Deep Silver, by Nora Burglon. Houghton. $2.00.
There is a rare story interest in this account of the adventures and courage of a lonely waif of a Scandinavian fishing village. Grades 6-8, and High School.

Hello, the Boat! by Phyllis Crawford. Holt. $2.00.
This engrossing narrative deals with the experiences of a jovial family on a river boat journey in the early days. Grades 6-8, and High School.

Animals in Black and White, by Eric F. Daglish. Morrow. $2.50.
The work of an eminent author-artist in one volume. "All nice people love animals," says he. Grades 5-8.

Book of Insect Oddities, by Raymond L. Ditmars. Lippincott. $2.00.
The many illustrations in color add to the fascination of these stories of strange insects of the world. Grades 7-8, and High School.

Painted Saints, by Lucy Embury. Viking. $2.00.
Beautifully told story of a French boy adopted by a kindly priest and of their happy life together. Grades 6-8, and High School.

The Porpoise of Pirate Bay, by F. M. Howard. Randam. $2.00.
About the happy and thrilling life of a young porpoise, lovely in the telling as well as format. Grades 5-8.

Red Sky Over Rome, by Anne D. Kyle. Houghton. $2.00.
The amazing experiences of a young American girl in Rome of long ago. Full of incident and interest. Grades 7-8, and High School.

Bound Girl of Cobble Hill, by Lois Lenski. Stokes. $2.00.
A prominent author tells a fine tale of a Connecticut orphan girl of long ago who was "bound out" to an unfeeling relative. Grades 7-8, and High School.

The Scarlet Oak, by Cornelia Meigs. Macmillan. $2.00.
Vivid picture of the time of Joseph Bonaparte's exile in America by a Newberry Medal author. Grades 6-8, and High School.

Things Any Boy Can Do With Electricity, by Alfred Morgan. Scribner. $2.00.
One of the most clearly written and interesting books on the subject of electricity. Grades 6-8, and High School.

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February, 1939

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36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Box Q,
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
15 Shattuck Square
Berkeley

Central Section
H. W. KELLY
2406 Monterey Street
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Central Coast Section
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Watsonville

CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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The Harr Wagner Publishing Company regrets to report a fire in their quarters on the morning of February 13. Shipment of orders will be delayed for a few days only.

Temporary headquarters are at 509 Sansome Street, San Francisco.

Jottings of a Traveling Bookman

By W. M. CULP

A thousand miles riding in the rain. From San Diego in sunshine to Chicago buried in one of the heaviest snowstorms of the year. Coco palms and huge poinsettias on ten foot stems along Sixth Street skirting San Diego's famed Balboa Park to the bare corn-stalk fields of Illinois carpeted in white. A thousand miles riding in the rain through Texas, Oklahoma, Missouri, Kansas and Illinois into Chicago. The Ozarks shut in by low-hanging misting clouds. Trees still clinging to their russet-hued leaves. The Pacific blue and peaceful. The San Bernardino Range looming over the Los Angeles orange-clad plain whitened with snow. Up the coast highway from San Diego. Over the lagoon on a bluff at San Onofre five acres of poinsettias in bloom, a red blotch against a dark mountainside. Green grass after the December and early January rains giving California its famed winter lure. The orange groves of Redlands still hanging heavy with fruit. San Gorgonio Pass and Mt. San Jacinto to the right and down into the Coachella Valley, famed for dates and Palm Springs—rendezvous of late years of those in the headlines.

Across the desert into Blythe and the Colorado running its customary muddy course. Two thousand miles under a blanket of cloud. The miles through Flagstaff on to Alberquerque passing by pine forests covered with snow and on to the dryer regions of the Painted Desert and the Red Cliffs of the Cliff Dwellers. Indians in bright shawls holding up pottery for sale as the motor cars whizzed by. Half the distance of the Atlantic Coast in a day. A thousand miles under cloud, a thousand miles in the rain and then snow in Illinois blotting the windshield making travel hazardous, closing schools and cutting traffic to a standstill. Of such are the joys of crossing the continent in the last days of January, 1939.

* * *

The meagerness of knowledge of our national and world relations is never so evident as when one crosses the continent and tries to get information out of small local newspapers. When one considers how few people nationally come into contact with the best comment upon world and national affairs one realizes how we are a people to follow a leader and put upon the leader's shoulders the problems of solving our problems. The radio of recent years has become more conscious of the populace as a whole, but the lethargy of great masses of our voters is never so evident as when one gets out of the range of influence of our great metropolitan newspapers. Our schools are attempting to train a body of socially conscious citizens, but there persists a narrowness of outlook due to a lack of knowledge of those things that have gone before in the history of man's progress. A majority of our high school graduates have only a course in United States history to their credit, which can hardly be considered sufficient training for present day citizenship problems.

* * *

For seven years Superintendent M. C. Taylor of the Indio schools in Coachella Valley, Riverside County, California, has been in charge of a growing school system located in one of the nation's most famed desert garden spots. Mr. Taylor has been working quietly developing a school in which the good things of progressive education have become a reality. A corps of twenty-six teachers have developed a desire for learning in which art and music play their important roles. Indio, enrolling 1200 children, is a growing school system owing to the fact that only twenty per cent of the cultivable land of that section has been put into use. The contract has just been let for a forty-three mile branch of the All American Canal that is to serve the Coachella Valley area. The work on this canal will bring more children to the valley along with more permanent settlers as soon as water is available for the untilled acreage. With this in mind Mr. Taylor and the school trustees are laying up funds for building additional rooms out of current tax levies with a view of avoiding a bond issue. At present all available rooms are occupied and three new teachers have been added since the first of the school year. This is the condition in spite of the fact that only a year ago a new nine-room classroom unit including a library and office suite was first occupied. This new unit embodies in its design special features for desert conditions. The unit is one story with the nine classrooms, library and offices in a row facing an enclosed corridor. This corridor has been artistically finished. It has arched ceiling supports and a battleship runway down the center of the floorway with concrete on either side. This corridor serves as a cooling factor on warm days. Above the corridor's roof are ventilators into each of the classrooms. These classrooms have sloping ceilings with light from the north through full-paned north walls. Each room, in addition, is equipped with indirect lighting. The entire school has a public address system. The campus

covers fourteen acres and has been enclosed lately by a high wire fence. A separate cafeteria building has just been built at a cost of $3,000.

Mrs. Dorothy Koenig is assistant director of the Los Angeles County Curriculum Department under Mrs. Lorraine M. Sherer, director of the Los Angeles County Curriculum Department.

The eighties saw California beginning to be a lure for the people of the eastern states, especially Southern California. San Diego in the eighties experienced a boom which caused the population to run up into tens of thousands, only to evaporate in the nineties. The Atchison, Topeka and Santa Fe Railroad was opening up a new territory in the southland and was encouraging settlers to come west. Practically all of Southern California not in Spanish grants was homesteaded at that time, and now fifty years later these same sites are being occupied again. Subdividing was the rage and the whole coastline from Los Angeles to San Diego was laid out in city sites, sufficient to house ten million people. Only now are these sites coming into real value.

North of San Diego some thirty-five miles and fifteen miles inland was the Rancho Escondido Rincon del Diablo. Here is a subdivision, started in the first years of the eighties, which has come to be known as Escondido. A town site was laid out, and acreage of the 13,000 acres in the grant was sold to settlers. Oranges, lemons and grapes were the principal plantings with other lands given over to grain crops. It has been fifty years since that time, and Escondido is one of the most prosperous citrus sections in Southern California, being one of the largest growers of lemons in California, with oranges, avocados, grapes, hay crops and poultry playing a prominent part in the economic life of the community. Escondido is a small city with nearly 4,000 inhabitants and is the center of a trading area of some ten to twenty thousand persons. Escondido is the closest center to the new huge observatory on the Palomar Mountains, and all who will visit this observatory will very likely pass through Escondido.

All this as an introduction to the new grammar school set-up in Escondido, a fitting climax after fifty years of progress. It is now the third generation of grammar school buildings for the children of Escondido. The original brick grammar school building was torn down more than twenty-five years ago and the school moved to the new site. Now the second buildings have been removed, and a new modern plant is in use.

The new grammar school building program was carried out under Superintendent C. Delmar Gray, who has been in charge of the Escondido system for the past five years.

A bond issued was carried for $130,000; $18,000 cash was on hand saved out of the Capital Outlay Fund. A contract was let for the construction of three buildings for $120,000. Due to the fact that there were eighteen bidders and that the time was opportune for material purchases the school buildings were completed and entirely outfitted from the funds available. Construction was started last May, and the work was completed by November 20.

The buildings are of frame stucco construction. Twenty classrooms and an auditorium-cafeteria building were constructed. The new construction includes two wings joining an outside corridor that connects the administration offices and the auditorium-cafeteria building. The corridor is open but roofed and runs between the two wings and the other units. One of the wings is given over to fifth and sixth grade classrooms, and the other to the seventh and eighth grade classes. The primary unit is across the street in a fine building erected several years ago.

The activity classrooms have been designed for modern education. In the rear of each room a portion of the space is set off for a cloakroom. The rest of the area is given over to a work space with basin, gas and electric outlets. Under the windows is cupboard space and a bench upon which the pupils may work. On two walls are blackboards and pin strip areas. Each room is heated by an individual gas heating unit. Each room is equipped with a public address system. Floors are of hardwood maple.

Three rooms are now given for shop work and two for home economics classes. The home economics rooms are equipped with all of the best of the latest devices. The cafeteria-auditorium building is comprised of two parts, a kitchen and auditorium. The kitchen has a large eighteen-burner range, big oven, mixing machine, potato peeler, electric refrigerator, storeroom and cooler. The children eat in the auditorium, which has a seating capacity of 650 persons. The superintendent's suite has been enlarged and includes secretary's office as well as a mimeograph room. The entire school has been equipped with a public address system with thirty-five speakers, radio and phonograph and talkback. New equipment was purchased for three rooms. Separate rooms were made for band and chorus work.

In his work Superintendent Gray is assisted by thirty-two teachers over the 970 pupils. Mrs. Alice Guyer is principal of the primary school and Mr. Jens Hutchins is principal of the grammar school.

The Escondido Grammar School

The Primary Unit

Western School News

Edited by MORRIS WAGNER

SAN FRANCISCO EDUCATOR REPORTS LIMA CONFERENCE

The San Francisco Public Schools Bulletin has recently published a paper of special significance at this moment: "Curriculum Aspects of the Interamerican Conference at Lima," by Edith E. Pence. Miss Pence has been a teacher of

Edith E. Pence

Spanish and is at present Director of Curriculum in the San Francisco school system. She attended the great conference at Lima as a member of the Committee on Cultural Relations with Latin America.

This group embarked for Lima from New York City, where Miss Pence joined them. They made the trip to South America in the same ship that carried the official delegates to the convention from the United States and from several other countries. In the preliminary conferences and talks held on shipboard opportunity was offered for personal contact with the leaders in this great international movement.

From the vantage point of her professional experiences Miss Pence was particularly qualified to grasp the far-reaching significance of the conference as it is related to the school curriculum of the United States. San Francisco is fortunate in that its schools will receive as a result of her trip a fresh and direct impulse toward the immense job which the statesmen of the Western Hemisphere have, to a large measure, turned over to the schools.

Miss Pence feels that the splendid progress toward international understanding achieved at Lima can bring substantial results in the future only in so far as it is followed up by a program of study in our schools that will include the Spanish language, the geography, the history and the cultural development of the Latin American republics. She believes that this study should not be deferred to the upper grades, but should increasingly be given a place in the curriculum of the junior high school.

We quote a few of the most important points that Miss Pence made in her interesting and valuable report of the Lima Conference.

"There are some statesmen who feel that the peace of the world will ultimately hang upon the delicate thread of successful co-operation between the countries of this hemisphere.

"The goal of more substantial and more enduring solidarity between the American nations, which was the primary objective of the Lima Conference, cannot be achieved by the statesmen alone. Our people as a whole must know their Latin American neighbors better than they have ever known them so that the lines of co-operation will be manifold —cultural, economic, social, political.

* * * * *

"Surveying political history briefly —in establishing their independence from their mother countries, the Latin American countries became republics and modeled their constitutions after ours. As a guide in their struggle to establish true democracies they have looked and still look to the success of our government as a functioning democracy. There are certain economic and educational problems that must be solved if the countries to the south of us are to meet with ultimate success in establishing genuine democracies. It will be very much to the advantage of our democracy as a system of government if they do succeed.

* * * * *

"These few significant points concerning the Latin American countries and our relations with them may serve to suggest the rich field of study with which our schools must concern themselves if there is to be security for our democracy and for our favorable relations, economic, political and cultural, with the countries that constitute the greater part of the Western Hemisphere.

* * * * *

The ultimate success of this important movement depends on the knowledge and understanding that is given to the young people in the schools of all the American nations."

NEW SUPERINTENDENT IN STANISLAUS COUNTY

Margaret L. Annear has been appointed County Superintendent of Stanislaus Schools by the Board of Supervisors to succeed Mrs. Lourien E. Elmore, who has resigned because of ill health.

Mrs. Annear, widow of Major Edgar H. Annear, is a graduate of Boston University and of the San Jose State College. While in Boston she made her home with

Margaret L. Annear

her uncle, Dr. E. J. Helms, founder of the Good Will Industries, and at the Good Will received the social service training which she found useful as County Supervisor of Child Welfare and School Attendance in Stanislaus.

She has been connected with the County Superintendent's Office for the past twenty years, first as deputy to the late A. G. Elmore, and later as County Supervisor of Child Welfare and School Attendance. She has had teaching experience in both elementary and secondary schools and holds both administrative and supervisorial credentials.

Mrs. Annear is a woman of wide interests. She has traveled extensively in this country, Europe and Mexico. She has taken part in many worth-while civic and club activities, has been a member of the Modesto Park Commission, a president of the Shakespeare Club and of the Women's Improvement Club, a regent of the Major Hugh Moss Chapter, Daughters of the American Revolution, and at present is a State Officer of that organization. She is also a member of the Stanislaus Branch of the American Association of University Women and of the Social and Health Group.

Mrs. Annear has already expressed her intention to continue service to the county with the economy and the precision the position warrants. She has appointed a Director of Guidance, Miss Maxine DeLappe, and plans to develop visual education in the county with a full-time director of that department.

CONFERENCE OF THE NORTHERN CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS

By Gladys L. Potter

The regional conference of Northern California Elementary School Principals called by the State Department of Education in conjunction with the Elementary School Principals Association was held in Colusa County January 20. More than one hundred elementary principals from Alturas on the north to Vallejo and Sacramento on the south attended this interesting session.

Demonstrations of regular work were presented at the Arbuckle and the Williams Elementary schools.

The first year group in the Arbuckle Elementary School, under the guidance of Miss Thelma Wise, had built a house, furnished and painted it. Pride of ownership is very apparent in the membership of this group. A miniature post office was the work of the second year group under the direction of Miss Freda Stolp. The third and fourth year group, taught by Mrs. Nina DeGaa, have been studying types of people. On the day of the conference the children were discussing the Eskimo, the Arctic Circle, its climate, and the activities of those who live in its vicinity. Miss Florence Buck has engaged the fifth and sixth year group in a study of Italy.

Principal L. G. Johnson is directing the seventh and eighth year group in a study of people, how they live, work and enjoy themselves. The girls and boys of this group believe that Americans compare very favorably with other peoples. The group is preparing a dramatization of the making of the Constitution.

The grocery store which graces the room of Miss Mary M. Scobey's first year group in the Williams Elementary School has done duty as a playhouse and part of an airport unit.

The second year children in the same school, under the direction of Miss Helen Cangiamila, have turned their room into a most realistic farmyard. Pupils and guests were served ice cream which the children had churned. It did not stretch the imagination of the guests too greatly to believe that the cream came directly from the dairy right in the room.

Miss Marion Combs has guided her group of third grade pupils in a study of the community. Every activity—scrapbooks, a picture dictionary, the making of a moving picture, notebooks, stamp collections, folk dances, composition, dramatization—centers around the study of community life.

Miss Betty Pratt's fourth year group is studying Switzerland. Their study of Switzerland has made them amateur wood carvers and yodelers! The work of the year has been the study of man's efforts toward adjustment to his environment of desert, jungle, mountains, lowlands, and hot and cold climates.

Transportation has been the motif of Miss Marie McKenzie's fifth year group. These children know about water craft from the crude dugout to the *Queen Elizabeth*. Air transportation, too, is an open book to them, or perhaps we should say a wall map.

Rome and Modern Italy were engaging the attention of the sixth year group under the guidance of Miss Virginia Comstock. The place of each in the stream of civilization from Egypt onward was being traced.

A most convincing broadcast was in process by the seventh year group taught by Miss Esther Guy. Each member of the class represented an industry, an activity, or an achievement of California, and the announcer was truly cast to type.

Principal Mitchell's eighth year group is engaged in "America's First Step Toward Democracy." The unit is being launched from the point of view of present day conditions in a world in which democracy is being challenged.

Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education, California State Department of Education, presided at the professional conference following the luncheon session. The business meeting was in charge of Miss Ethel Baker, President of the Northern Section of the California Elementary School Principals Association.

The group was privileged to hear Miss Iman Schatzmann, a graduate of the University of Geneva, who is making a survey of rural education in the United States for the Farm Foundation of Chicago as a basis for their policy and action. Miss Schatzmann gave an account of rural education activities in Europe which was most revealing and stimulating. She is spending several weeks in rural sections of California as a part of her survey for the Farm Foundation.

Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, led a discussion based on observation of many phases of the instructional program.

* * *

On Saturday, March 11, the California Elementary School Principals Association, Southern Section, in conjunction with the State Department of Education, will hold a conference at the Desert School, Palm Springs. Mrs. Howardine Hoffman, Chino, president of the association, and Miss Katherine Finchy, principal of the Desert School, are making arrangements for the conference. In the morning there will be a program of classroom activities to be observed by the principals. E. E. Smith, Riverside County Superintendent of Schools, will extend greetings to members.

* * *

Ruth Edmands, Supervisor of Instruction in Colusa County, was this year elected state president of the California Association of Supervisors of Instruction. Mrs. Edmands has been carrying on a progressive program in Colusa County since the early organization of rural supervision. Miss Perle Sanderson, at that time Colusa County Superintendent of Schools and now General Supervisor in Sacramento County, and Mrs. Edmands were among the early superintendents and supervisors who worked together to reorganize elementary schools in line with the modern program advanced by the State Department of Education.

Mrs. Edmands, after graduating from San Francisco State College, continued her studies along progressive lines at the College and at the University of California. She has been active on many committees and chairman of the first three *Public School Weeks* bulletins published by the State Department. She was chairman of a committee of northern supervisors who have been studying problems of rural schools for two years, and who have printed a bulletin, *Organization of Learning Experiences for Small Rural Schools*. She also helped prepare the Course of Study in Science which the State Department published.

Her teaching experiences include teaching in a one-room school, principal of a two-teacher school, and special work in practically every grade in the Colusa Elementary School. She began her work in rural supervision in 1927 and in the meantime has published magazine articles on educational problems and has done some radio work in education.

Mr. Jay D. Conner is serving this year as Assistant Superintendent of the San Diego City Schools in addition to continuing his responsibilities as Director of Elementary Education, a position which he has held since 1930. Mr. Conner first joined the San Diego City Schools in 1922. He served as an elementary school vice-principal and principal prior to coming into the central office in 1930. Mr. Conner received his college training at the San Jose State Normal and San Diego State College. He received his M. A. from Stanford in 1930 and is now carrying on advanced graduate work at the University of Southern California.

Dr. Ivan A. Booker is serving as Administrative and Research Assistant in the San Diego City Schools during the present year. He comes to the San Diego staff on an exchange arrangement worked out with the National Education Association, Washington, D. C., where Dr. Booker's regular position is that of Assistant Director of the Research Division. Dr. Booker is 37 years old, is a native of Indiana, and acquired his college training and early school experience in that state. His graduate work was done at the University of Chicago. He has had a wide variety of teaching and administrative experience in the field of public education and has been identified with the headquarters staff of the National Education Association since October, 1931.

Cecilia "Cissie" Loftus, celebrated actress and mimic is at the Curran Theater in San Francisco for a one-week engagement which began Monday evening, February 13.

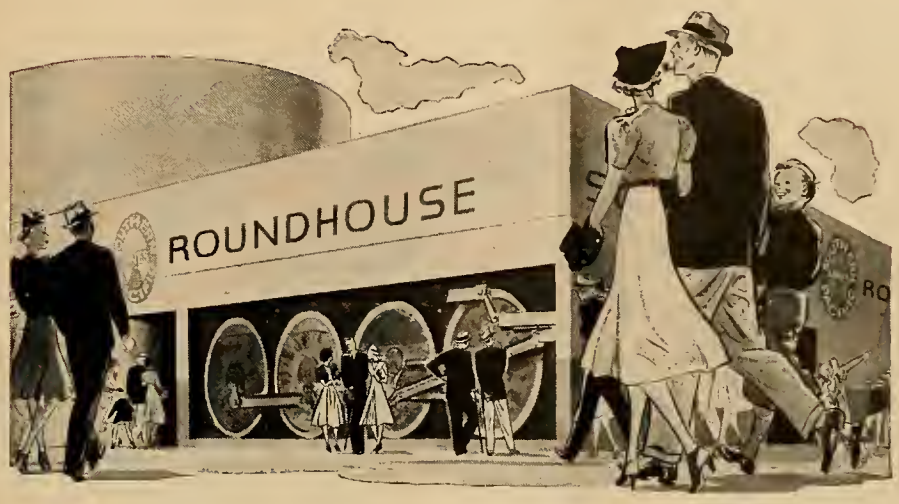
Miss Loftus is giving impersonations of such celebrated artists as Robert Morley in a scene from "Oscar Wilde," and Walter Huston in an episode from "Knickerbocker Holiday."

She gives her impressions also of Mrs. Patrick Campbell, Beatrice Lillie, Fannie Brice, Helen Gahagan, Noel Coward, Lynn Fontanne, Edgar Bergen and Charlie McCarthy, Gertrude Lawrence, Sophie Tucker, Ethel Barrymore, Nazimova, Harry Lauder, Libby Holman, Jeanne Eagels, Sarah Bernhardt and many others. There will be a celebrated guest star at each performance of Miss Loftus at the Curran, it is announced.

We'll see you at the

S. P. ROUNDHOUSE

on Treasure Island



Southern Pacific invites you to visit its "Roundhouse" in the Vacationland Building at the Golden Gate International Exposition (February 18 to December 2). Here you'll see the dramatic story of a great railroad and how it operates. You'll find comfortable chairs to rest in, and trained men to answer your questions and help you plan trips to other places you want to see.

Your children especially will love the exquisite scale models of the *Daylight*, the Streamliner *City of San Francisco* and other famous Southern Pacific trains, all in actual operation.

This Time, Try the Train to San Francisco

Before you plan your trip to the Fair, we urge you to find out how little the train trip costs. You'll have a lot more fun if you let the engineer do the driving for a change.

You don't really need your car in San Francisco. The city is compact and easy to get around in. Street car and taxi service is excellent. Ferries take you to Treasure Island for 10¢—*much* less than the cost of driving there.

Save wear and tear on your car and your nerves. *This* time, try the train to San Francisco.

Southern Pacific

What of Conservation In Your School?

By HELEN HEFFERNAN
Chief, Division of Elementary Education
California State Department of Education

"It is a fine thing that God gave the world so many trees, for otherwise our lumbermen might have been burglars or murderers."—This excerpt from a twelve year old boy's essay demonstrates the effectiveness of the educational approach to problems of conservation.

No area of experience and no unit of work is more vital in upper elementary or secondary schools than one which centers around the problem of conservation. Much feeble sentimentality has come to be associated with the idea of conservation, but in reality conservation is much more a consideration of the head than of the heart. It is vital to the present and future welfare of mankind. It is man's way of correcting his past errors and of helping nature to help him.

Exploring the Conservation Idea

Usually, when we consider conservation, some particular aspect is stressed. Interest is concentrated in one particular place, as soil conservation, forest conservation, or the conservation of wild life, as if each were a separate consideration. As a matter of fact all are inextricably interwoven. It is of the utmost importance that children acquire this concept of interrelatedness. All animals, birds, insects, fish and reptiles are directly dependent upon plant life. No radical change can be made in the plant or animal life of any region without affecting the whole balance of nature. All nature is bound together in a strong network of interdependence and no part can be disturbed seriously without doing violence to all.

It has been customary to stress the beauty of trees and birds and flowers, but equal emphasis should be placed upon the economic values of conservation in maintaining the delicate balance in nature. The aim of all conservation work in the words of Stuart Chase is " . . to hold soil, water, wild life, cover crops at par; to turn over the land to the oncoming generation in at least as good condition as you found it. To accomplish this . . you must build dams and reservoirs, control swamps, marshes, bird life; keep the salmon running; check erosion . . ; halt overplowing; keep annual timber cut below annual growth; work for diversified agriculture, prevent nitrogen and phosphorus from leaving the ground faster than they can be returned by fertilizer."[1]

Soil Conservation

Recent years have made us increasingly conscious of the fact that soil is basic to all life upon the earth. P. G. Cross points out that each year erosion robs our land of 63,000,000 tons of fertile soil. How important is this? He says: "As the soil is, so will the nation be. For national welfare, for enduring prosperity, for economic independence, for social security, soil is a basic necessity. The equation is: Poor soil . . poor nation. Rich soil . . rich nation. No soil . . no nation."[2]

U. S. Soil Conservation Service

A basin lister, an implement that helps conserve water and soil. Discs in front cut furrows. Paddle wheels in the rear form dams across the furrows.

In 1933, an aroused public opinion resulted in the federal government organizing an agency, which is now called the Soil Conservation Service, to undertake the preservation of our soil resources. Enormous public interest has at last been stimulated, but not before more than 50,000,000 acres of our agricultural land has been ruined by improper use.

California is annually greeting thousands of families driven out of the dust bowl area of our country. These discouraged folk epitomize the human wreckage in the wake of disastrous wind and water erosion. Unspeakable poverty, heavy indebtedness, enormous relief costs, disease, and crime are the sequel of erosion widespread in the Great Plains region extending from the Gulf of Mexico to Canada.

The story of the Great Plains is one of man's prodigality in the use of the soil. The dust storms of 1934 and 1936 can be attributed to excessive plowing which destroyed the grass roots and in time of great drought exposed the top soil of the Great Plains to the erosive power of the winds.

In tobacco and cotton growing areas of our country depletion of soil resources has brought the same sequel of human misery, disease and want. Could any problem be more important for young people in California than the study of the necessity of regular rotation with soil building crops? It is estimated that for one bale of cotton raised in the southern states fifty tons of topsoil are washed away into the Gulf of Mexico. The grower is paid less than $100 for a product that costs the nation fifty tons of soil! Can anything short of national catastrophe result from such prodigality? Will the soil conservationist continue to be a voice crying in the wilderness or will the native intelligence of our people function quickly and effectively enough to find a way out?

In many parts of California programs of research, education, and demonstration in soil conservation are in progress. These activities may well serve as centers of interest for groups of children who come from homes where contour farming, strip cropping, terracing and the building of check dams may mean the difference between family poverty and economic security in the future. In other sections of the country the conservation of grazing land is becoming economically more important.

Forest Conservation

Interest has been directed for a much

1 Stuart Chase, "Working With Nature," *The Journal of the National Education Association*, XXVII (February, 1938), 40.
2 P. G. Cross, "Our Soil or Our Life," *Country Life*, LXXV (November, 1938), 41.

longer time to the conservation of our forests than to other national resources, but in spite of the intelligent program of the United States Forest Service how few are the stands of first-growth trees in our country today!

The Canadian Forestry Association carries on an educational campaign in relation to forestry. The *Christian Science Monitor* says: "In the educational approach to forest conservation, which is a social problem of the first water, the Canadian Forestry Association has relied chiefly upon the instinct of loyalty to the community, good sportmanship, preserving wage-earning assets of the next generation."[3]

Our approach to the problem of forest conservation has had perhaps too much of sentiment and too little of economic understanding in it. At the present time we are cutting saw timber five times as fast as it grows and cordwood twice as fast as it grows. The Forest Service has marked on the map more than 140,000-000 unproductive acres that could be replanted to forest. Could any public service project be of greater long-time economic value than this of reforestation?

The Conservation of Wild Life

American game animals have responded remarkably well to government protection and in some areas of the West the deer especially have multiplied so rapidly that their number is beyond the capacity of the wilderness to feed them. In some places they have actually become troublesome to farmers. Deer once apparently destined to go the way of the buffalo, the wild turkey, and the wild pigeon will with reasonable protection live to delight the heart of man, whether that heart occupies the body of a hunter or a naturalist.

A strong and continuous program of conservation education must go on if the interesting and beautiful species of American wild life are to be preserved and restored. Children are always interested in wild animals. A study of wild life in America would be a source of much satisfaction to children of all ages. A wild life map showing the areas inhabited by deer, raccoons, opossums, bighorn sheep, squirrels, mountain lions, coyotes and other species; a study of the habits of each and the laws related to them would be the best possible insurance for the preservation of our wild life.

Children must grow up understanding how necessary it is to restrict hunting privileges. They should learn that it is dangerous to kill off too many of those animals usually considered predatory. Scientists have discovered that wild animals are better off when a normal proportion of their natural enemies exist. Under such conditions the stock keeps healthy and balanced, but there are still those who would ruthlessly destroy all hawks, all mountain lions and coyotes.

Much is being done in our schools to bring about new attitudes and new understandings concerning wild life conservation. Wild life management means that conditions of the environment are arranged to permit the natural fecundity of species to populate an area. Much waste land of little use for other purposes could be devoted to a wild life crop; many forests could be yielding much besides timber. Feeding stations may be built for birds thus providing a never-ending source of interest as a succession of bird visitors accept hospitality at different seasons of the year. Waste bits of land could be planted to provide bird refuges. No enterprise would be more feasible or more valuable for a rural school to undertake.

Sources of Information for Teachers

The Biological Survey,[4] the Forest Service,[5] and the Soil Conservation Service[6] of the federal government all recognize conservation education as one of their most important activities. Teachers can secure valuable materials directly from these government organizations.

The School's Place in Conservation

The realization that conservation is a way of intelligent, planned living can result only from systematic education of youth and adults in the problem of conserving our natural inheritance for the service and welfare of all. The school as the organized agency for the maintenance and advancement of social welfare has an inescapable responsibility in making conservation a significant factor in the curriculum at appropriate levels of maturity. Alan Devoe recently wrote in

[3] *Christian Science Monitor*, Weekly Magazine Section, October 12, 1938.

[4] United States Biological Survey, Department of the Interior, Berkeley, California.

[5] United States Forest Service, Department of Agriculture, 760 Market Street, San Francisco, California.

[6] United States Soil Conservation Service, Department of Agriculture, Santa Ana, California.

FIFTH ANNUAL CALIFORNIA CONSERVATION WEEK

Honorable Culbert L. Olson, Governor of California, has designated the week of March 7-14, 1939, California Conservation Week. Under the auspices of the California Conservation Council, California Conservation Week has for the past four years been widely observed by the schools, federal, state and local agencies, and by civic organizations. The educational program developed has stimulated increased interest in the preservation of California's great natural resources.

As Associate Chairman of the California Conservation Council, Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, appeals to every elementary school to direct attention to conservation education not only during Conservation Week but throughout the entire educational program.

U. S. Soil Conservation Service

Basin listing holds rainfall on the land until it can soak into the soil.

The American Mercury: "Let us meddle a little too stupidly with the soil and with green growing things, and we will bring about not Communism nor Fascism nor any such passing plague, but a rather more important thing. We will bring about sure and certain death."[7]

[7] Alan Devoe, "The Rape of a Continent," *The American Mercury*, XLIV (May, 1938), 81-84.

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Ventura's Program For Migratory Children

By EDLA L. SCHREINER

Last month THE WESTERN JOURNAL OF EDUCATION presented, in an article by Helen Heffernan, some general considerations in the education of children of seasonal workers. In this article Edla L. Schreiner shows how problems have been handled in a specific situation. Miss Schreiner is Assistant Superintendent in Charge of Rural Education and Director of Curriculum in the schools of Ventura County under Superintendent W. K. Cobb.

In our county the seasonal labor which affects the school program is that of the workers in the walnut groves, with the addition of a few who are employed in the tomato fields, all of whom are Mexicans.

A survey of the situation for the season just closed shows that approximately 1400 pupils from these families were enrolled in our schools. The same survey shows that about forty-eight per cent of these migratory pupils come from schools within our county, that their families moved into other districts than their home districts for the brief duration of the harvest.

Very few of these pupils are high school students, as most students over sixteen secure work permits. In a few instances children enrolled in high school have not accompanied the family, but have remained at home to continue in school. Our program, therefore, is concerned chiefly with the elementary grades, one through six, with a scattering of seventh and eighth grade pupils.

In nearly all cases, the responsibility for these pupils is assumed by the district; only where an emergency situation could not be foreseen does the county office establish a school for migratory pupils. It has been possible this season, with one exception, to have all classes for migratory pupils held on the regular school grounds. In a majority of cases these classes were held in regular school buildings. Tents had to serve as extra classrooms in two schools.

This arrangement for having migratory classes on the regular school grounds has several distinct advantages. It is easier to have books and other materials at hand. There can be better supervision by principal and supervisors. In the atmosphere of the regular school set-up, discipline problems are not usually so numerous. Pupils are more likely to feel that they are in a real school, not a makeshift, as they have felt sometimes, when we were obliged to use warehouses, storerooms, ranch houses, garages, etc.

Migratory pupils enroll a few at a time as the harvest season begins and at first are placed in the regular classes when the usual school program is carried on. When the enrollment reaches more than a reasonable teacher load, additional teachers are employed, and the migratory pupils are frequently separated from the regular pupils.

Length of the School Day

School law requires that children be in school. But employers and parents want them to assist in the walnut harvest. Schools have felt obliged to make some concessions. With few exceptions, therefore, schools with migratory classes are in session a minimum day, beginning as early as seven-thirty or eight o'clock. This includes the regular as well as the migratory classes.

Some small schools in which the number of migratory pupils enrolled is not sufficient to require an extra teacher solve their problem by having migratory pupils come at seven-thirty or eight o'clock so that the teacher may work with them alone until nine o'clock when regular pupils arrive. Migratory pupils are then dismissed an hour, or an hour and a half, before the others. The length of the school day may be minimum or regular, but must be the same for all pupils enrolled.

Double sessions are sometimes held because of the lack of classrooms; one group of pupils and teachers is in attendance in the morning, another in the afternoon.

The organization of migratory schools is usually that of the regular school: primary grades are placed with one teacher, intermediate with another, etc. In a few instances, one teacher has several grades, a situation comparable to that of the one-room school.

Grade Placement

A serious problem of the migratory school is that of grade placement. Many

children come without transfers from other schools; occasionally there is misrepresentation. A few who are inclined to indolence report that they are in lower grades so that they can do the work with a minimum of effort; occasionally retarded children, ashamed of being in lower grades, try to promote themselves a grade or two. Occasionally a mother mistakes the school for a day nursery and tries to convince us that a four-year-old is five and a half.

The problem of the teacher and supervisor is to place each child where he can work best. Many of these migratory children return to the school for several seasons in succession, a fact which is of great advantage to a teacher in planning a program to meet the needs of her group. This fact also gives a child a feeling of "belonging"; he is not quite a stranger in the situation.

To determine proper grade placement of 1400 pupils by the administration of standardized tests when these pupils are with us two, four, almost never more than six weeks, is obviously out of the question. To do so in any particular group, the enrollment of which is constantly shifting, is also difficult. Teachers and supervisors, therefore, will have to depend upon informal tests and upon their own judgment in placing pupils in groups according to their needs.

Needs of the Children

We should recognize first the children's need to be happy. They need so much to be made to feel that they are welcome, that there is a place for them in the school. Frequently it is the truth that they are not wanted; they soon sense this and are unhappy and resentful. They have the right to happiness just as other children do.

The health problem is particularly important. Many of the children are not properly nourished and are in need of more or better food. Meals are often hasty and inadequate because the mothers are working in the orchards. One school considered food of sufficient importance to take time during the long morning session to serve hot chocolate, soup, salad, or some other dish to every child. An interesting fact is that the ranchers went down into their own pockets to pay for the food. The school paid a woman to prepare the food, and the older girls helped serve and wash dishes.

Cleanliness is also a problem. The facilities are often meager at the camps, and even where our schools have showers the facilities are not adequate to meet the needs of the increased enrollment during the migratory season.

These children need to feel that the school program is worth-while; what they are doing needs to be related to their interests and to their living. They need varied and rich experiences to make up to them for the limited environment from which they come.

They need creative experiences. This need is most frequently met through art, which is usually a part of the social studies program. They need constructive enterprises: they need to build doll houses, construct communities; lay out farms, perhaps build Indian pueblos; they need shop work, sewing, gardening.

They need opportunity for appreciation of some of the fine things in art and music. This is the phase of the educational program which is probably neglected most frequently. Because of a feeling of pressure due to a minimum day many teachers overlook the value of these experiences.

Naturally the children need the so-called tool subjects, reading, writing, spelling, language and number experiences. But in some situations there is danger that the entire program will become a formal one, confined to the three R's. The minimum day, in the minds of many teachers, hinders the setting up of an informal program around some center of interest. In my estimation the informal program is the answer to many of the problems of these teachers. Some of the better practices which I have observed have proved that such a program is possible even with large enrollments.

One school does not wait for the close of migratory season to begin its work in shop, cooking, sewing, gardening. Migratory as well as regular pupils enjoy these activities. At another school, a group, doubtless inspired by the flower gardens around the building of the regular school, planted and cared for bulbs and plants around their own building, even though they would not be there to see the flowers in bloom.

A group of upper grade children worked on a unit on wainuts. Their knowledge of the subject until this time had been confined to harvesting the crop. As the school was next to a packing house, arrangements were made to visit it. The culture of walnuts was studied, their history, distribution and other areas of the world which produced them. Maps were made locating these areas. Compositions were written on various phases of the subject. Some of the art experiences also grew out of the study.

A third grade teacher who had previously felt that she had to postpone her unit of work until she had her own group after the close of the migratory season decided to plunge in. The result was a splendid study of Pueblo Indians which the teacher announced was the best unit she had ever had, though the teaching load was as high as forty-three part of the time.

Whether or not we have a fine, worthwhile program depends largely upon the teachers employed. It is difficult to secure enough well-trained teachers. Some schools have employed inexperienced girls who are overwhelmed by the problems they have to meet. If one of these carries on a successful program in a migratory school, she need never fear any other emergency that may arise in her teaching experience.

It has been necessary, because of a shortage of teachers, to employ some who have not been in classrooms for years. Trained for formal teaching, they cannot be expected to make a satisfactory adjustment to the informal program in the duration of one migratory session.

Between the two extremes of inexperience and the traditional type of training is a group of teachers, mostly married women, who tend to return to the same school for several years in succession. Many of them do not care to be employed regularly, but do like this type of teaching. These teachers have done splendid work.

The book problem is an urgent one. If we are to have units of work in social studies, if we are to provide reading materials to suit the reading level and interest of each pupil, we need more and more supplementary books: new, interesting books, not out-of-date or discarded ones. We also need a larger supply of the state texts.

There are times when we feel discouraged because we seem to have accomplished so small a part of what we had hoped to, but a backward glance over a period of years does show that some progress has been made. We must face our problem squarely and continue our efforts to provide migratory pupils with the best possible educational advantages.

A Unit on the Cafeteria

HELEN CANGIAMILA, Teacher
RUTH EDMANDS, Supervisor

The following unit was developed in the second grade of the Williams Elementary School in Colusa County, which is under the superintendence of Sadie V. Ash.

The assembly line begins, with cooks and waitresses in attendance, and patrons moving toward the cashier. The children learned to select balanced meals for their allowances.

It was the Christmas vacation that aroused the children's interest in the many foods incident to the Christmas season and subsequently in fruits and vegetables generally. A visit to the school cafeteria was suggested by one of the pupils. The children became very much interested and wanted a cafeteria in the classroom. They had already enjoyed units relating to farm life and learned the contributions which the farmer makes to comfortable living. They had studied intensively units on: farm animals, pets, farmers' helpers, poultry and the dairy.

Initiation of the Unit

We talked of our visit to the cafeteria and spoke of the different things the children had seen. We then wrote the following cooperative stories:

Our Visit to the Cafeteria

We went to the cafeteria.
We saw the stove.
Mrs. Platt was cooking soup.
It was vegetable soup.
We are going to have it for lunch.

Our Cafeteria

We are going to have a cafeteria in our room.
We are making a stove. We are making dishes.
We are making cupboards.
We are having a luncheon when it is finished.

The stories were made into charts and printed on the primer typewriter as well. Copies of the stories were given to each child to be kept in a loose-leaf notebook. Attractive covers were made by the children.

New words pertaining to the unit were printed on a chart and hung in a convenient place in the room where the children could refer to them when needed.

The pupils found that they needed committees for the making and care of: a stove, cupboards, a money stand, pictures, trays, tables, money, dishes, napkins and letters for the menu. A flash card container was to be used for the menu and changed every day. On certain days the committees reported to the class what had been accomplished.

Some of the problems that had to be solved in planning a cafeteria in the room were: location, measurements for size, source and kind of building materials and necessary tools, and appointing of committees for various jobs. The children then wrote:

Our Plans

We are working on our cafeteria.
All the committees are working on their plans.
Everyone started this morning.
When it is finished we will play in it.

The children discussed habits of politeness to be observed during the activity period. Some of the rules which they made, and kept, were: 1. Work quietly. 2. Be co-operative. 3. Do not interfere with other children's plans. 4. Be responsible for a certain amount of work. 5. Keep the room clean. 6. Put tools in proper places.

Organization of the Program

Our Social Studies period came the second period in the morning, lasting from 10:15 to 11:00. On Monday, Wednesday and Friday the time was devoted to discussions and co-operative story writing, and the work of the committees. Tuesdays and Thursdays were the regular constructive activity periods, with a brief discussion preceding each period.

Construction Work

The whole class discussed measurements for the framework of the cafeteria. They decided to make it twelve feet long and six feet wide. It was to be at the back of the room between the entrance doors of the cloak room. The framework was put up by the custodian because the lumber materials were too heavy and awkward for children of this age to manage alone. They planned the whole thing, however, and gave him instructions as to how they wanted it built. The children wrote a co-operative story about the framework:

The Framework

Eddy, Neal, Harold, Arthur and Kenneth planned the measurements for the framework. They used the yardstick. They decided to make it twelve feet long and six feet wide. Mr. Northey is putting the framework up for us.

Review and Discussion

After each activity period reports were given by committee heads to evaluate what had been accomplished. Standards set by the children for giving reports were: 1. Stand up straight. 2. Talk so that all the people in the room will hear. 3. Sentences should be short but good. 4. Tell about one thing only.

Reviews were held of all charts, and games were played with the new word lists. Cleanliness in the cafeteria and its importance from a health standpoint was discussed. Topics which entered this discussion of cleanliness were: washing and scalding of dishes, value of soap and hot water, need for a clean dish cloth, disposal of garbage, keeping foods covered, use of powders and sprays, and keeping flies out of the kitchen.

Creative Activities

One child drew a picture of a loaf of bread, and the other children wrote a story about it.

Our Bread

Our bread is made from flour. The flour comes from wheat. The farmer raises the wheat, and takes it to the mill. After the flour is made, the baker can make bread, cakes, pies and cookies.

Dramatization was introduced in the cafeteria. This dramatization was purely free and took the form of discussions among workers in the cafeteria. Dramatic plays developed from such incidents as: the manager discussing with the cook foods for the day's menu; waitresses preparing food and table for customers; the manager discussing money matters with the cashier; supervising of cleanliness by the manager.

The children wrote:

The Helpers in Our Cafe

Betty Louise is the manager. She tells the helpers what to do. Marilyn is the assistant manager. She buys the food. Barbara Anne and Dorothea are the waitresses. James is the cook. Douglas is the cashier. He takes in the money. Mary Lou has charge of the menu.

One morning the class made biscuits in the cafeteria, and the children wrote:

Making Biscuits

We made biscuits this morning. We made them out of dough. We rolled the dough. We put the tiny rolls in a pan. We put them in the oven. Everyone made a biscuit. We are going to eat them at lunch time.

The children learned to sing and dramatize *Sing a Song of Sixpence* and *Song of the Pancakes.*

A poem, *Mr. Carrot,* was written by one of the children and read to the class. The children liked it so much that they wrote music for it.

The stories *Johnny Cake* and *The Gingerbread Boy* were read to the class. The children talked about having a puppet show and decided upon having *The Gingerbread Boy.* They chose characters and drew figures for the stick puppet show. The dramatization was free, so it was not necessary to write dialogue.

Seatwork

When asked, "What foods would you find in a cafeteria?" the pupils suggested a list of foods which the teacher wrote on the board.

Seatwork using the words listed on the board was prepared. Pupils selected the italicized word from such a list as: 1. We had *tomato* soup. 2. We had *fruit* salad. 3. I like *fried* chicken. 4. We had *milk* to drink. Other seatwork was of the Yes-and-No and multiple choice type.

The children decided to price the food list. The following story was written:

Our Food Prices

We priced the food this morning. We have many different foods and prices. There is nothing over ten cents, and nothing under two cents.

An arithmetic game was played with the price list on the board. Orders were made by different class members.

The Arithmetic Game

Draw dishes on the board with colored chalk. Write a combination in each dish. Pupils are to see how many dishes they can take off the shelf upon giving the correct answers to the combination.

The third grade visited our room and made orders from our price list.

Culmination of the Unit

As a culmination to their unit the children planned to have a program along with an afternoon luncheon served cafeteria style.

Pupils scanned many readers to find appropriate stories to read for the culmination of the unit. Fifteen poems of many sources were selected, such as the following: *Jack Sprat, Davie Davie Dumpling, Patty Cake, Pancake Day.* Two of the poems which the children liked especially were:

A Glass of Milk

A glass of milk and a piece of bread,
And then good-night we must go to bed.

The Peach

There was once a peach on a tree,
The fairest you ever did see,
But it ripened too fast
And fell down at last,
And turned to a squash,
Oh dear me!

Typewritten copies of the poems that had been read were made and put on the bulletin board. Each child became familiar with every poem. All the children recited these poems for their program.

On the day of the program which was the culmination of the unit punch and cookies were served cafeteria style to the mothers of the children.

The program included:

1. An introduction telling about the work that had been carried on such as the following (given by one of the pupils):
   "For the past six weeks we have been studying about the cafeteria. We have read many stories and poems about it. The children will report on the activities carried on. They are:"
2. Reading of Chart Stories.
3. Committee Reports.
4. Stories from Readers.
5. Reading of Price List.
6. Reciting of Poems.
7. Illustrations of Pictures.

The children had selected many rhymes about foods. They made illustrations of these rhymes and held them up as they recited them.

General Outcomes of the Activity

1. The activity was closely related to the child's life to lead him to carry it through.
2. It was sufficiently within the range of accomplishment of the learner to insure a satisfactory degree of success.
3. It was varied from the previous activity to permit the child's all-around development.
4. It furnished opportunities for many kinds of endeavor.
5. It provided an opportunity for social contacts.

Specific Outcomes

1. Habits of obtaining knowledge through reading and fixing the idea that one reads for needed information.
2. Ability to apply that knowledge.
3. Training in skills of handcraft and art.
4. Formed habits of reasoning, judging, evaluating, using initiative and abilities creatively, working individually or in a group, working for a common interest.
5. Enlargement of reading and speaking vocabulary.
6. Ability to work together and to plan for the general welfare of the group.
7. Qualities of leadership developed.
8. Habit of using unbudgeted time purposefully.
9. Knowledge of how to use an index.

Library News

Edited by MABEL R. GILLIS, State Librarian

STATE LIBRARY SERVICE TO THE BLIND

So many librarians, teachers and others send inquiries to the State Library concerning service to the blind that it seems timely to present a brief statement on that subject.

Furnishing reading material to the blind of California is one of the most interesting activities of the California State Library. Such reading material may be either in the form of embossed books for those who can read raised type, or talking books for those who have talking book machines in their homes.

The three major types in which embossed books appear at the present time are Moon type, Revised Braille, and Standard English Braille. Moon type has been in use for nearly a hundred years, and may be regarded as a standard type for those who become blind in adult life, due to the ease with which it can be learned by people who have read ink print most of their lives, and also due to the large size of the symbols which may be understood by fingers which are not sensitive enough to read a dot system. Revised Braille is a system with an alphabet formed by raised dots. It employs some contractions and is used by those adults who are not able or who do not care to learn the more highly contracted form of Braille known as Standard English Braille. The last mentioned form was adopted in 1931 as the standard of raised type for all books press-brailled in English speaking countries. Consequently the majority of the books currently received in libraries for the blind are in Standard English Braille (also known as Braille, Grade 2).

Since 1931 the federal government has appropriated $100,000 a year for the purchase of embossed books for the adult blind. Since the perfection of the talking book machine in 1935 an additional $175,000 per year has been set aside for the financing of talking book records. Embossed books and talking book records are furnished to twenty-seven depository libraries throughout the country, of which the California State Library is one.

In addition to the annual appropriations for books and talking book records, the government has sponsored a W.P.A. project for the purpose of manufacturing talking book machines to be loaned to blind adults not able to buy the machines offered at cost price by the American Foundation for the Blind in New York City. The California State Library has been designated not only as a depository library to receive all books provided through the Library of Congress Project, Books for the Blind, but also as an agency to distribute talking book machines. Blind people interested in having a machine should write to the State Library. Anyone hearing of blind adults interested in borrowing this appliance should submit the names and addresses of such blind people, so that the State Library may deal directly with the interested individuals.

In addition to books provided by the government, all of which are printed at the various printing houses for the blind, the Library has a good collection of books that have been hand-copied by the members of Red Cross classes for Braille transcribers, or by individuals working independently. The hand-copied books help fill the demand for a lighter type of reading than the press-brailled books and for titles needed by students or others for special activities.

The State Library employs two home teachers of the blind. They teach raised types, typing and Braille writing. Miss Kate M. Foley, 146 McAllister Street, San Francisco, gives lessons regularly in the Bay Region and the Santa Clara Valley. She also prepares correspondence lessons for those people who cannot be conveniently visited. Miss Catharine J. Morrison, 951 South Kenmore Avenue, Los Angeles, gives lessons in Los Angeles and vicinity and makes quarterly trips to San Diego.

Books and talking books for the blind are carried through the U. S. mail free, and there is no charge for any of the services extended to the blind by the State Library. A small circular, reprinted from *News Notes of California Libraries,* is sent to each of the regular borrowers every three months in order that they may know what titles have been added to the State Library's *Books for the Blind* collection during the three-month period.

The State Library collection for the blind now consists of 46,678 volumes of raised type books and 1106 containers of talking book records. About seven hundred talking book machines have been assigned to the State Library for distribution and are now being used by blind individuals.

The fine use made of the State Library books for the blind is aptly illustrated by some incidents that have just been reported. One of our most constant readers called to express her appreciation of the books. Recently she has given two book reviews for one of the book sections of the American Association of University Women. One review was of Rawling's *The Yearling,* the other of Armstrong's *Fanny Kemble.* She was able to secure *The Yearling* in Braille before the other members of her section could get it in ink print.

Following these reviews this same young blind woman was asked to conduct and give the paper for a meeting of a small poetry club. She chose Edwin Arlington Robinson as her subject and thought that she would employ a junior college girl to read to her. Imagine her pleasure in discovering that this would not be necessary as she found at the Library five hand-copied volumes of Robinson's poems. The fact that this borrower can read for herself the same titles her seeing friends are reading contributes a great deal to her pleasure and contentment. The blind do not want to be a group apart, and access to a good collection of books keeps them in touch with the seeing world.

LEGISLATIVE SESSION

During January, and for some time before, the State Library staff was engaged in many activities connected with the legislative session. Letters regarding State Library service were sent to all legislators. Those who had been members of the Legislature previously were reminded of the Library's facilities and invited to use them again. New members were told of the service in more detail. The Handbook of Information for Legislators was compiled in December and issued during the opening days of the session. Bibliographies were made on subjects of timely interest and laws of other states were searched for points helpful to legislators and to the Legislative Counsel Bureau, the bill-drafting agency.

The Journals of the Senate and Assembly are carefully read by members of

the State Library staff to discover bills that are introduced that concern libraries. A report of these bills is made to the various libraries of the state so that they may inform themselves about them in the interim between the two parts of the session.

The California Library Association Legislative Committee is responsible for two bills, one for the certification of librarians, the other an acceptance bill for federal aid to libraries, if such aid should be granted by the Congress this year. A copy of the Certification Bill and full information about it have been sent to all California Library Association members.

Other legislative session activities included providing information on special events such as inauguration, inaugural balls, persons about whom memorials were written and special programs to be given. Service was also given to the families of legislators and members of their staffs.

The Library is kept open Saturday afternoons during the Legislature, thus affording Legislators an opportunity to pursue their personal interests as well as their legislative ones. These personal interests often concern California historical subjects on which the State Library is well equipped to give assistance.

LIBRARY CIRCULATION INCREASES

Municipal and county library patrons made use of more than forty-six and one quarter million books in the fiscal year 1937-1938. This is an increase of approximately one and one half million as compared with the previous year.

The circulation gain in California's two hundred public library systems is explained by an increase in book budgets and by the state's growing population. Public library reports show that for the year just closed 232,925 more books were available than for the previous fiscal year.

There was a gain of almost 2,000 in the number of requests received by the State Library from the public libraries for books on subjects beyond the scope of the local institutions. Statistics for the past year reveal an unprecedented growth in library service.

LIBRARY SCHOOL ACCREDITED

The School of Library Science of the University of Southern California was nationally accredited December 28, 1938, when the Board of Education for Librarianship of the American Library Association held its meeting in Chicago. The approval of the Board was the result of a visit to the Library School on November 14 and 15 by Miss Anita Hostetter, the secretary of the Board, and Miss Amy Winslow of the Baltimore Public Library, also a Board member.

The School of Library Science is the thirtieth library school to be nationally accredited. It follows in the footsteps of its predecessor, the Los Angeles Library School, which was accredited for the training of librarians. The school was discontinued in 1932, and the alumni became a part of the alumni group of the U. S. C. School of Library Science when the present school was established in 1936.

NEWS NOTES

Clara B. Dills, San Mateo County, Marjorie H. Kobler, San Diego, and Caroline S. Waters, San Bernardino, have recently been reappointed for four year terms as county librarians in their respective counties.

Ground was broken for the new library building at Redwood City in November, and construction is now well under way. The building should be finished some time in May, and Librarian Wilhelmina Harper and the Board of Library Trustees have extended an invitation to the American Library Association to pay them a visit during the annual meeting in San Francisco in June.

Local committees have been appointed for the meeting of the American Library Association in San Francisco, June 18-24. Robert Rea, Librarian of the San Francisco Public Library is chairman of the General Committee. The following chairmen have been appointed for subcommittees: Dr. Evelyn Steel Little, Librarian, Mills College Library, State and Local Hospitality Committee; Margaret Girdner, Bureau of Texts and Libraries, San Francisco Public Schools, Entertainment, Visits and Tours; Stella Huntington, Local Information; Frances Langpaap, Public Library, Registration and Personnel Committee; K. Dorothy Ferguson, Bank of America Library, Publicity Committee; Dorothy Hall, Berkeley Public Library, Housing Committee; Laurence J. Clarke, San Francisco Public Library, Equipment and Meeting Rooms Committee.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE PRESIDENT'S MESSAGE

By G. Levin Aynesworth

The next two or three months will be rather important to the teachers, trustees and others interested in public education in California. A large number of bills have been introduced in the Legislature which will affect the interests of all educational groups. The California Teachers Association is making a brief digest of the proposed measures and is kindly furnishing copies to all interested persons. The Board of Directors of the California School Trustees Association has not yet had an opportunity to review these measures but intends to do so at an early meeting of the Board. Several measures affecting tenure have been introduced. Some have also been introduced relating to the powers and duties of school trustees. One measure has been introduced to make civil service automatically applicable to non-certificated school employees. This measure is exciting considerable interest among school board members and will no doubt occupy much of the time of the educational committees in the House and Senate.

Display at the Fair

The Parent-Teacher Associations and the California Teachers Association have been granted small spaces for their organizations in the Educational Building at the Golden Gate International Exposition. We are advised by Mr. Kibby, in charge thereof, that we may also be given a small place appropriate for some statement concerning our Association. Our Secretary is arranging for a poster or placard which will call to the attention of those visiting the educational exhibit the facts concerning our Association.

BILLS PROPOSED AFFECTING EDUCATION

During the three weeks and a half in which the 53rd session of the California Legislature convened in Sacramento, many bills affecting the educational program were introduced. It is almost needless to say that these bills readily fall into two classes in the minds of persons directly concerned with the efficient and harmonious conduct of our public schools. Some of the measures will receive scant attention; others appear to be of a controversial nature, and to be supported by groups not directly concerned with education in California. During the recess it is expected that Assemblymen and Senators will have an opportunity to study all bills, and to acquaint themselves with the wishes of their respective communities, as well as with the probable effect of the measures if they are enacted into law. The CSTA Legislative Committee, and the Executive Board, will continue to study these proposals, and will shortly issue a bulletin outlining measures upon which action is desirable.

Some of the bills which are of direct interest and importance to school trustees follow.

SB 145-6-7: Amending SC 2.134 to regulate the method by which an elementary, a unified, a consolidated or a merged school district may be formed, stating territory which may be included; and adds new sections relating to roads adjacent to public schools.

SB 191: A proposal providing for continuous summer vacation of 90 days in all elementary and secondary schools in California, except under certain climatic conditions.

SB 242: Sets up the method by which non-certificated employees of school districts may attain civil service status.

SB 340: Extends from three to five years the period for which continuing contracts may be entered into by a school district for pupil transportation.

SB 261: Appropriates $300,000 for acquisition of land and erection of buildings for San Francisco State College.

SB 7: Amends Sec. 3.748 to read: "Upon receipt of a written request from the parent or guardian of any pupil, the principal or other governing head of any school covered by the provisions of this article shall excuse such pupil from attendance upon any course in physical education."

SB 86: Relates to the erection of dormitories and other buildings in State Colleges.

SB 89: Adds section 6.53 to the School Code, and provides that whenever a board of education has done everything in its power to secure improvements of buildings and equipment and the people of the district have refused to furnish funds for necessary repairs, the trustees of the district cannot be held personally liable for any injuries which may result from defective school property.

AB 293: Sets up new sections in the School Code and provides that county boards of education shall be empowered to elect a county superintendent of schools, and to employ such necessary deputies and assistants as may be allowed by law.

AB 311: Amends section 2.879 relating to the election of school trustees.

AB 334: Provides that governing boards are liable as such in the name of the school district for reasonable medical and hospitalization expenses caused by an injury to a pupil on the school ground on a day in which the school is in session, if the pupil injured is a pupil of the school in which the injury occurs.

AB 355: Amends sections of the School Code relating to permanent employees of school districts. If passed, teachers in districts having an ADA of 2,000 would become permanent after serving the required three year probationary period. The present requirement is in schools with 850 ADA.

AB 367: An act to promote and preserve the general welfare of the people of the state by provision for adequate means for community recreation; to permit the public schools of the state to organize and conduct programs of community recreation; etc.

AB 70: An act to amend section 1.91 of the School Code relating to school buses, and providing certain regulations concerning the time in which rules may be made for changes in transportation equipment.

SCA 13: Amendment proposed by county superintendents and sets certification requirements for county superintendents. Other provisions included.

AB 262: Adds section 5.421 to the School Code, to read, "The political, religious or economic beliefs of applicants for positions requiring certification qualifications shall not be inquired into or considered by any member of a governing board of a school district."

AB 588: Adds a new paragraph 5.721 of the School Code which reads, "A leave of absence on account of pregnancy and childbirth may be granted by the governing board of the employing district with such compensation as the board may see fit to grant."

AB 845: Changes the Civic Center Act to provide that the use of schools must be granted "(1) without regard to race, color, creed, political opinions or economic views of the individual, society, group or organization desiring to use it and (2) without limitation or restriction, direct or indirect, upon the discussion of any subject or subjects or the expression of any opinion at such civic center." Also other provisions.

The above includes only a small portion of the bills in which we find suggested amendments, additions and deletions, of immediate interest to governing boards. Other bills have a direct bearing on the present tenure law, laws governing purchase of books and equipment, civic center and recreational facilities, support of school districts. In the earnest effort to see that only those bills are passed which will prove of benefit to our existing laws, the advice and assistance of each and every governing board is solicited. Criticisms and suggestions may be made at any time to members of the Board of Directors of this Association.

P. S. B. O. A. STATE CONVENTION

The Public Schools Business Officials Association of the State of California will hold its 12th Annual Convention in Oakland, March 15-18, 1939. This Association states that its main objects are: "To provide a means whereby public school business officials in California can meet and study the business phases of public school education; to provide means for the study of the statutes of California; to provide a means whereby the educational and business administration of public schools can be intelligently studied." These objects also include the study of all problems of purchasing, transportation of children, supplies and equipment, janitorial services and kindred activities. The Association is recognized for the fine work it is doing in serving as a clearing house for information on the above and other activities, and has done much in the advancement of the interests of business administration in California schools. Membership is on a broad basis and includes officials and employees directly connected with the business administration of our schools, as well as other officials performing services to schools in California.

In keeping with the objects of the Association, the Convention program will include able discussions on pupil transportation, legislation, accounting procedures and kindred topics. Membership is on an accredited basis.

California school trustees are especially urged to attend the Convention, and to participate in the "Annual Breakfast" sponsored by the California School Trustees Association.

CO-ORDINATING COUNCILS, INC.

The fourth Regional Conference on Community Co-ordination, sponsored by Co-ordinating Councils, Inc., was held during the month of January in Fresno.

SCHOOL TRUSTEES' ATTENDANCE AT STATEWIDE MEETINGS

A bill has been introduced in the present Legislature which will, if passed, make it possible to pay the actual expenses of school trustees of any district in the attendance at statewide educational conferences. Under the present law no school district employing less than thirty teachers is permitted to pay the expenses of its trustees to educational conferences although it is legal, and customary, to send superintendents and principals, and sometimes other employees, to these meetings. There seems to be no valid argument in favor of restricting the opportunities to learn of educational trends and developments to those trustees who may happen to live in the larger districts; on the contrary it is often more important for the trustee of the smaller school to have the same opportunities afforded the employees of the district. The present amendment will break down the barrier which too frequently exists between the trustee and school administrator and will promote the harmonious development of many outlying school districts.

Representatives were present from seven adjacent counties, and more than one hundred persons registered for the session. Among the delegates were school superintendents, principals and school trustees, each person interested in improving the conditions of his own community. The problem of delinquency prevention was emphasized throughout the conference, all persons agreeing that there must be certain fundamental provisions for a wiser use of leisure time, with added recreational facilities, if the growing problems of boys and girls are to be met satisfactorily. Not only the attendance, but the progress and efficiency of every school is affected by the attitude of the citizens of the community. It is the purpose of the Co-ordinating Council to bring together the agencies concerned with improving local conditions, and under the present plan Mr. Kenneth Beam, Executive Secretary of the State organization, is available for consultation and service in any part of the state.

MANDATORY CIVIL SERVICE

The California School Employees Association introduced during the first session of the Legislature a bill which would give mandatory civil service to non-certificated school employees in all California schools having over 850 ADA. This bill has already occasioned considerable discussion, as its provisions would seem to create a hardship upon many school districts. As an explanation of the introduction of this bill, its sponsors say that civil service for non-certificated school employees has been "permissive" for the past two or three years, but that few schools have availed themselves of this permission.

Results of a survey recently conducted would indicate little need for, or interest in, effecting this type of civil service, outside the confines of the non-certificated employees themselves. Few school districts favor a mandatory law, which would at once lead to a disruption of service and increase in expense. The bill provides for only six-months probationary period of employment. Because of seasonal conditions, as well as varying types of service necessary during the school year, this short probationary period would in many cases be entirely insufficient to prove the worth of an employee to a school district. The fact that the bill as now written would permit no exemptions of position would also create difficulty in many schools. Superintendents are employed on a four-year term contract as a rule, and the general practice of employing non-certificated persons on a year-to-year basis has given certain necessary leeway in the administration of schools of all sizes.

From time to time there is expressed a sincere interest in the theory of protection offered by civil service, but unless proper amendments are made to the existing law, such a measure will fail to improve the status of the non-certificated employees of the state.

C. Harold Caulfield has recently been elected President of the San Francisco Board of Education, succeeding Richard E. Doyle. This marks the beginning of

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the fourth term as President of the Board for Mr. Caulfield, who is well known for his wide interest in public education.

Under the leadership of Dr. Ira W. Kibby, Director, and Mrs. Vesta Muehleisen, California educational exhibits for the Golden Gate International Exposition are rapidly nearing completion. The theme of the education exhibit is "Democratic Education—The Light of Civilization." This is vividly portrayed as the center of the entire exhibit. A sculptured feminine form holding a torch in one hand and a book in the other symbolizes democratic education. The figure revolves on a huge map of the United States, the latter representing one of the last strongholds of democratic education. All educational exhibits will be housed in the Hall of Science Building, located on the western front of Treasure Island and easily accessible by ferry or automobile. California educational organizations will be featured in the main aisle of the education department with charts and maps indicative of their activities. Dioramas showing the history and development of education will be lighted automatically and changed from time to time, and a sound narrative with musical background will draw the attention of visitors to varied types of educational offerings to be found in America today.

ALAMEDA COUNTY TRUSTEES INSTITUTE

One of the most enthusiastic gatherings of the year was held recently in the new cafeteria of the Washington Union High School at Centerville, Alameda County, when trustees and school people responded to the invitation of County Superintendent Edgar E. Muller for the Annual Trustees Institute. Representatives of nearly every district were present, all of whom enjoyed the program which Mr. Muller had arranged. Brief addresses were made by Mr. Seidel and Dr. Melbo of the county office, expressing their desire to give cooperation and assistance whenever possible. The health situation in Alameda County was ably discussed by Dr. I. O. Church, County Health Officer, and Mr. Smith entertained with a motion picture showing possible school building improvements in the way of insulation. Several musical numbers added to the pleasure of the program, and were enjoyed during the dinner hour. In turning the meeting over to Chairman H. F. Harrold, Mr. Muller outlined the activities of the new County Unit. Mr. Harrold, Mr. E. E. Farwell and Mrs. I. E. Porter discussed various activities of the California School Trustees Association with particular reference to legislative matters and to the coming Annual Convention to be held in Oakland next September. More than one hundred persons were present at the meeting.

Meeting of Advisory Committee

The second meeting of the State Advisory Committee on Pupil Transportation was held in Bakersfield on February 11th, in the El Tejon Hotel. Reports included legislative activities. Mr. Gardiner Spring, Superintendent of Chaffey Union High School at Ontario, is chairman of the Committee.

Inglewood City Schools

In the Inglewood city school system, which has an enrollment of approximately 3000 students, an effort is being made to reduce the teacher load in each room to below thirty-five pupils. The present average is a little over 32 pupils, and wherever increased attendance brings the load to 35, additional

teachers are provided for the period of excessive enrollment.

Another development of the past months in this system is the study being made to effect a plan which will give financial security to teachers over the age of 65. Under the direction of the Board of Education, Superintendent Robert E. Cralle presented a tentative plan which included suggestions from the teaching personnel, and outlined possible retirement features not included in the present state retirement law. Further study is being made.

New Campus for Visalia Junior College

Growth in interest and attendance at the Visalia Junior College has convinced the Board of Education that a separate campus for the college students is advisable. Plans are being made to purchase a fifty-acre tract in the southwest section of Visalia.

SUPREME COURT DECISION

Validity of 1937 District Retirement Law and Election Held Thereunder in Los Angeles City Elementary, High School, and Junior College Districts.

The act enacting School Code sections 5.1100 et seq. (stat. 1937, chap. 59) as an urgency measure met the requirements of Section 1 of Article IV of the Constitution, and therefore became immediately effective when approved by the Governor on April 22, 1937. The act is not special or class legislation, nor does it delegate legislative functions to the governing board of a school district, nor is it discriminatory, and its constitutionality cannot be challenged on such grounds.

The election called and held May 4, 1937, by the Los Angeles Board of Education as the governing board of the city elementary, high school, and junior college districts, at which the voters of the three districts authorized the establishment of a retirement system for employees of such districts under the act, was not void because of the irregularities which may have existed in connection with the calling and conducting of such election. (Davis v. County of Los Angeles et al., 96 C. D. 525, — Pac. (2d) — .)

APPELLATE COURT DECISION

Dismissal of Permanent Employee of School District by Reason of Discontinuance of Kind of Service.

Where the governing board of a school district discontinues a particular kind of service, the board may not dismiss a permanent employee of the district because of the discontinuance of such kind of service under School Code section 5.711 unless the board first determines that such employee is not competent to render a service being rendered by a probationary employee of the district. Such determination can be made only after a hearing by the board, of which reasonable notice must be given the permanent employee by the board, at which the permanent employee must be afforded an opportunity to present evidence of his competency. (Davis v. Gray et al., 95 C. A. D. 425, — Pac. (2d) —.)

ATTORNEY GENERAL'S OPINION

Duty of Junior College District to Provide Pupils with Textbooks Free of Charge

By reason of the provisions of the School Code section 2.1180 imposing on governing boards of junior college districts all the powers and duties now or hereafter imposed on the governing boards of high school districts, the governing board of a junior college district is required to furnish textbooks to the pupils of the district free of charge in the same manner as the governing board of a high school district is required to furnish textbooks free of charge to pupils of such district under School Code section 6.381. (A. G. O. NS 1321, December 5, 1938.)

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Book Reviews

From the Harr Wagner Publishing Company.

THE HOME IN A DEMOCRACY, by Lillien J. Martin and Clare de Gruchy. Price $1.75. This book is of special interest to school people and parents in California because of its California authors and publishers. Dr. Lillien J. Martin, Professor Emerita, Department of Psychology, Stanford University, was the founder of the Child Guidance Clinic in San Francisco in 1918, and in the intervening years has consulted with hundreds of parents and teachers on problems of child adjustment. Her collaborator, Clare de Gruchy, has been associated with Dr. Martin since the founding of the clinic.

Many books designed to aid parents in the guidance of their children fail of their purpose because the authors have been unable to resist the temptation to be erudite and to use technical language which requires scientific training for interpretation. *The Home in a Democracy,* however, handles with simplicity and directness the problems with which it deals. Its brief and practical approach to these problems will be its chief recommendation to many parents and teachers.

The authors proceed on the premise that the unsocial behavior of children usually develops as the result of parental inadequacy in meeting the normal needs of childhood. Small faults in children call for education rather than punishment. The aim of parents in guiding children should be to have them achieve self-discipline through their own choice, because they feel the need of it, not because it is imposed upon them by adult standards.

The authors challenge all who are interested in sound home-school relationships by stating that there is an "ever-widening abyss between the school and the P. T. A." If the members of every parent-teacher association could discuss the problems presented in these few pages a strong and purposeful organization might emerge which would exert enormous influence in controlling community conditions related to education.

The authors deal with the child in the home, the school and the community and with his physical, mental and social development. They suggest conditions and situations to fortify him against the pitfalls that beset him in all his relationships from early infancy through adolescence.

In a final chapter on the child suffering from a speech defect, suggestions are made that will help parents and teachers discover and remedy unsatisfactory emotional conditions out of which speech difficulty arises.

School people will find *The Home in a Democracy* especially valuable to bring to the attention of groups of parents interested in problems of child guidance and to individual parents who are concerned about the home's part in the education of their children. —*Reviewed by* HELEN HEFFERNAN.

From the Gregg Publishing Company.

RETAILING—PRINCIPLES AND PRACTICES OF RETAIL ORGANIZATION, BUYING, ADVERTISING, SELLING, AND MANAGEMENT, by G. Henry Reichert. 432 pages. List price, $2.00. A textbook that presents a detailed overview of retail store operation in all its phases. Covers marketing structure, buying, merchandizing, advertising, store finance and accounting, and the basic elements of retail selling. Profusely illustrated.

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March, 1939

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

President
JOHN A. SEXSON
Superintendent of Schools
PASADENA

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
SAN FRANCISCO

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Box Q,
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
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Jottings of a Traveling Bookman

By W. M. CULP

The battle of the Isms of our present "give me" age is affecting education in more ways than one. The public school of modern times has always been a force in re-creating in its pupils a knowledge of the ideology of the society it is a part of, whether it be that of pre-war Germany, Nazi Germany, Fascist Italy, democratic France, or these free United States. The public school is an instrument for the preservation of the kind of society by which it is supported. That is axiomatic. What now confronts the school profession in the United States is a mass of conflicting ideologies of a changing world, in which great masses of our electorate hold divergent views. Authoritarianism is in opposition to democracy. Yet the laws of the Medes and Persians are mild in comparison with the manner in which most large school systems are run. They are authoritarian in organization, and any deviation from the straight and narrow would be so thoroughly punished that it is not even thought of. The belief that the school should teach obedience and respect for authority has many proponents at the moment, since it is avowed that the American home has fallen down in that respect.

At both the recent meeting of the Progressive Education Association in Detroit and the meeting of the American Association of School Administrators at Cleveland these points were debated pro and con. If there was any definite outcome at these meetings it was that it is the duty of the public school to uphold Americanism with its respect for authority, tolerance of race, creed and color, belief in the value of thrift, belief in opportunity for each man to carve a place for himself in the world and belief that the state is the servant of the people rather than that the state is the source from which all material things flow.

* * *

New York City, with its public school enrollment of some 1,200,000 children, has had in the past and has in the present a housing problem of diverse difficulties. Massed population, high cost of land, migration of families by the thousands from one section of the city to another, large numbers of antiquated school structures, and until recent years schoolhouse designs outmoded for modern educational work, have been some of the factors that have hindered progress. Since 1934 a definite effort has been made to re-house the pupils of the city in modern schools designed for a modern educational program.

At the present time fifty buildings have been completed at a cost of $45,000,000, adding 80,000 seats. This year (1939-40) twenty-two schools are scheduled to be finished with 40,000 seats at a cost of $22,000,000. When the present program is completed, the city will have added 104 buildings seating 180,000 children at a cost of $130,000,000. The new buildings have been planned both from the point of view of beauty and service to the pupil. The new schools are to possess ample park and playground facilities. Where it is possible the school is located adjacent to a public park. An additional factor taken into consideration is the community factor of the new schools. Each building is now being provided with community quarters. The gymnasiums and auditoriums are being set in separate units, wherever possible, so that they may easily be detached from the main classroom buildings. Even in congested neighborhoods the buildings are now being set back from the sidewalk in order to give more light and air. Thirty square feet of playground facilities is being set as the minimum standard for each pupil. In some of the Manhattan schools there is at present as little as five square feet of space per pupil for playground facilities. In the new Public School 118 in Manhattan the Board of Education is building one of the first skyscraper elementary schools in the country. The building is to have eight stories. By adding height to the building outdoor playground space is made available. The building will be equipped with three elevators carrying forty-five pupils each. Every floor is a unit unto itself, so that pupils do not need to be running up and down stairs as they do now in the five-storied schools. This new skyscraper school is planned to be a model school for a congested center of population.

* * *

With the present attacks being made upon democracy it is interesting to note that municipal government, with its management by the profesional politician, has come in for its share of castigation. A remedy for crooked politicians is the introduction in public administration of trained career men whose aim is the service of the people, without the added motive of feathering their own pockets and those of their friends. In this connection it is interesting to note that courses in public administration are now being offered by 150 colleges in the United States according to a directory in the 1939 Municipal Yearbook published by the International City Managers Association of Chicago. Sixty-nine of these institutions go beyond a course and profess to offer a curriculum, major, or special program to prepare students for careers in general administration.

For years the United States has been held up as a "Melting Pot" for all of the peoples of the world in which the dross is burnt out and the good comes to the top. There are serious doubts arising as to the truth of this statement throughout the country at the present moment. Minority groups have started to combat each other and have espoused anything but what has been considered of true American flavor. New York City with, according to some statistics, some seventy per cent of its population foreign born, more interested in the home ties across the seas than in the vast hinterland of the country, has had the problem in its schools of allaying incipient intolerance of race and religion. With the conglomeration of parentage among the 1,200,000 pupils in the schools, and with 40,000 teachers, many of whom still talk with accents other than American-English, there has been such a serious problem that the Board of Education has gone whole-heartedly into a campaign to teach Americanism by emphasizing American traditions of democracy, mutual respect for minorities, and a wholesome attitude toward fellow citizens regardless of race, color or creed.

This intercultural education under the auspices of the Board of Superintendents is being presented to the teachers and principals by nationally known educators who will explain the techniques needed to develop "understanding attitudes" among the culture groups. In the schools' auditorium programs to develop mutual understanding are to be given twice a month. Use is being made of radio programs with the same objective. Parents are invited to attend meetings so that tolerance will be fostered. It is the belief that intolerance will vanish when misconceptions are banished from the mind.

Educators have not lost sight of two World's Fairs in the same year on either side of the continent at San Francisco and New York. The fact that the managements of both affairs have made a student rate means that hundreds of thousands of youngsters will be able to attend who otherwise would not have seen the "World of the Future" at New York or the "Cultures of the Pacific" at San Francisco. In news reel, rotogravure sections, news copy and by radio the entire United States is being made conscious of the two tremendous events. The marvel of modern advertising is that in its use of so many mediums it has so narrowed the continent that one thinks of California from New York or of New York from California as just over the next hill.

The rapid rise of the municipal, state and national expenditures during the past several years is something that educators in control of school finances will have to consider seriously because of its immediate effect upon plans of educational growth and expansion. It is not sufficient to say that the American people are dedicated to public education and will go to any limits to further the schooling of their children. The growth of essential public services and their cost is the crux of the matter. There is not enough money at hand for all the schemes afoot. How far the state can go without drying up the entire source of revenue is a matter of conjecture. What is in the offing is a consideration of what governmental services are actually essential to the welfare of the whole country.

It is a serious condition when New York City and New York State, richest sections of the United States, continually increase their budgets over estimated income to such an extent that property taxpayers have to unite to threaten a tax strike, should taxes which are actually confiscatory be levied. Unbalanced budgets can not go on forever. Public institutions can not go on forever borrowing any more than individuals can. The question is whether education is to take a hand and argue that certain so-called essential services be curtailed, and that the schooling of children be continued at a high standard, or join those who desire all kinds of social security, curtailing them drastically only when it is impossible to collect taxes. It is easy to bombard big business, but unless business is given a chance to succeed so that taxes can be paid government supported by taxes is going to be in dire straights. Much recovery in school finances, in raising of teachers' salaries, the acquiring of new equipment and supplies, and the erection of new school plants, has gone on since the depths of the depression, but recent gains will be lost unless taxation is put upon a fair basis. A goodly portion of the United States still has its educational forces poorly paid, but these sections will not be hurt as badly as the areas where education has been supported to lavish extent. In sections where the highest salaries are paid, there is the strongest organization against salary cuts. Perhaps it would be wise for these organizations to make recommendations as to what is really essential instead of asking for all the traffic will bear.

Justice W. Bruce Cobb, of the Domestic Relations Court, New York City, in a recent talk before a meeting of the Big Brother Movement, held that modern educational theories were "much to blame" for conditions of delinquency and he stated corporal punishment "to have its uses as well as its abuses." Justice Cobb declared that delinquency in the last five years "has not substantially declined, in spite of the many educational cure-alls that have been offered." Many of the present-day schoolroom practices have done little if anything to reduce delinquency, and in some cases they have actually led to its increase, he declared. He continued, "The abolition of corporal punishment left a gap which we have not succeeded in filling. It has its uses as well as its abuses. We are at present confronted with a grievous lack of discipline as regards both pre-delinquents and delinquents, and the result is that both youth and society suffer. I'd rather rule by love than fear, but love doesn't seem to make much impression on some of our boys."

Quite a furor was created in editorials as a result of a portion of the thirty-third annual report of the Carnegie Foundation for the Advancement of Teachers in which sharp criticism was passed upon "installment plan" methods, by which most American colleges judge the fitness of their students for degrees solely on the basis of academic credits amassed in passing isolated courses. The report decried the fact that thousands of students were shopping around from college to college until they had acquired sufficient credits for a degree. It was asserted that such procedures hindered the acquiring of a thorough training in any one field, that it fostered sloppiness of scholarship and that colleges became little more than educational cafeterias. The editorials in opposition thought that such shopping was a healthful sign as it broadened the individual, gave him opportunity to see things in perspective and to discover his own individual worth.

Western School News

Edited by MORRIS WAGNER

THE DEAN OF WESTERN BOOKMEN PASSES

By Irmagarde Richards

Selden Smith died on February 26 at his Berkeley home, after an illness of several months. He had come to California as the representative of Ginn and Company in 1898. He had been Pacific Coast Manager for the firm since 1905, and a partner since 1909. He was probably in active service in the textbook business for a longer period than any other one man on the Pacific Coast. His death leaves our western community the poorer in many varied fields of human relationships.

We have elsewhere called the textbook representatives the "shock troops of education." For this valiant corps Selden Smith helped to set in his territory a standard whose influence has been felt by all the men who serve our schools as representatives of the publishing houses. "In his territory" means something pretty comprehensive. For in the early days of his management, single-handed he covered not only California but Washington and Oregon, Nevada and the Hawaiian Islands. Later the territory under his management was enlarged to include Utah, Idaho, Montana and Arizona.

In this vast field he set a standard for energetic service to his firm that still stands as a mark for young salesmen to shoot at. But far more important, it was Selden Smith who did much to establish the publishers' representatives as an important group in the service of education. He was not merely a book agent, as this writer can testify from personal experience. Long ago a young Latin teacher, with a crisp new parchment degree, was trying to keep her head above water, suddenly immersed at Mills College with the problems of building a live department of dead languages! It was Selden Smith who lent a hand, and threw out effective life buoys—new texts, new experiments being tried here and there, new approaches to the Latin language as a way to enter into a great cultural experience, a richer experience than the traditional language drill. Yes, he sold his new textbooks. But he did far more. He entered understandingly into the problems of a somewhat bewildered young teacher, and he offered sound and helpful solutions to those problems. So he helped establish a professional status for bookmen, who often, through their wide and varied contacts, are able to serve teachers even more practically than members of their own profession.

After Mr. Smith became a partner in his firm, he assumed not only the responsibility for selling books, but the far greater task of finding materials for new books. This was probably the side of his work that was nearest to his heart. In his own words, "The vital contribution of a publisher to education is to be able to recognize great teachers and to make their gifts available to other teachers."

Mr. Smith's discerning sympathy served him admirably in this search for new material. His influence in the splendid textbook program of the Ginn Company was always on the side of new and progressive ideas, even when these ideas encountered resistance. In the field of social studies he stood behind the textbook innovations which have so vigorously modified the traditional teaching of history, geography and social relations.

The list of organizations in which he was an active and valued member is an indication of how deeply Selden Smith entered into the varied phases of community life. He was for years a trustee of Mills College, a trustee and deacon of his church, a member of the clubs that stand for the best of our Bay region civic and cultural undertakings. He will be deeply missed by those who carry on in these activities.

But most of all he will be missed by scores and scores of people because he was their friend. His capacity for warm and sympathetic friendship seems to have known no limits and the door of his busy office was never closed. This side of his personality is well expressed by one of his oldest friends, James Ferguson, Principal of the Jefferson Union High School: "Selden was one of my few old friends in San Francisco into whose office I could walk unannounced and chat about personal or business affairs as the spirit moved me. Whether it was textbooks or school matters in general or farming or civic affairs he was always interested, and interesting. . . . For thirty-eight years I enjoyed his friendship. I looked upon him as a man of the highest honor in every personal and public relationship. His circle of friends is made poorer by his passing."

Another one of his oldest friends was Harr Wagner, the founder of The Western Journal of Education, and of the Harr Wagner Publishing Company. It was characteristic of these two men that while they were both textbook publishers, their warm friendship was unbroken through nearly forty years of business competition.

The Western Journal of Education offers sincere sympathy to the wife of Selden Smith, to his sons and daughters, and to Fred Rice, his long-time business associate. To Mr. Rice now falls the responsibility of succeeding his partner as manager of the San Francisco office of Ginn and Company.

STATE MEETINGS SCHEDULED

A conference of all California elementary school principals and district superintendents will be held in Oakland, April 2-5, in conjunction with the annual Council Meeting of the California Elementary School Principals Association. The meetings will be held at Hotel Oakland.

From April 3-5 the annual conference of secondary school principals will be held in San Francisco, Hotel St. Francis.

ATTENDANCE AT STATE FAIR COUNTED AS SCHOOL WORK

An item in the Alameda County *Superintendent's Bulletin* states: "The State Board of Education has authorized the counting of attendance at the Golden Gate International Exposition for apportionment purposes in either of two cases: (1) attendance through an educational tour; and (2) actual participation in a school event at the Fair.

"In each case the local Board of Education or Trustees must authorize such attendance or participation. The pupils must also be accompanied by a certificated employee of the school district. No limit has been set as to the number of days for which attendance may be counted.

"Districts owning school busses may furnish transportation for such trips, but the payment of pupils' transportation or other expenses of attendance from district funds is an illegal expenditure."

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Southern Pacific

The California Society for the Study of Speech Therapy announces an all day meeting for Sunday, April 2, in the California Building on Treasure Island. The morning session will open at 10:00 o'clock, followed by a luncheon and afternoon session. Dr. Lee Edward Travis of the University of Southern California, Dr. Sara Stinchfield Hawk of Los Angeles, who is president of the American Speech Correction Association, Dr. V. H. Podstata of San Francisco and Oakland, and other leading instructors in the fields of Speech and Mental Hygiene are expected to participate in the program.

An interesting item in a bulletin from Clackamas County, Oregon, is the statement by Errol C. Rees, County Superintendent of Schools, that Norman Carls, Assistant Professor of Geography at Oregon Normal School, is planning a Teacher Training Study Tour to be held as a Second Summer Session next summer, July 17 to August 17, in connection with the San Francisco World's Fair.

Professor Carl says, in describing the study tour:

"This summer school plan permits teachers to combine the earning of college credits with attendance at the world's fair at San Francisco and an inexpensive California tour having many recreational aspects. High scholastic standards are set for the courses covered on the study tour, and these standards will be jealously guarded.

"Opportunity will be given for registration for the Study Tour at the *Annual Educational Conference* to be held at Oregon Normal School this year on April 29, or teachers may register by mail."

A most interesting county superintendent's bulletin which comes to the WESTERN JOURNAL OF EDUCATION desk is that of Superintendent Edgar Muller, Alameda County. We help ourselves generously to news items from this bulletin and wish to extend our thanks for its very meaty quality.

We read that Mr. C. E. Hudspeth, principal of the Washington Elementary School in Oakland, has the names and addresses of boys and girls in Mexico who are anxious to correspond with boys

and girls in this country. Mr. Hudspeth invites the Alameda County teachers interested in stimulating a project of this kind to write to him for names. We know Mr. Hudspeth is very generous, and we feel sure he would send the names to other interested teachers.

Principal Hudspeth is the author of several very good boys' books, among them, *Oregon Chief*.

Fred M. Tonge, superintendent of the National City grammar schools, National City, California, during this last semester of the year is carrying on an experiment in reading with the brightest children of the fifth and sixth grades. This work is under the direction of the remedial teacher. The idea is to find out centers of dominant interest in the various children and have them extend these interests through wide directed reading.

Mrs. Evelyn Lord Abbey, supervisor of the Beverly Hills, California, elementary schools, is this year the subchairman of the Southern Section, California Supervisors Remedial Reading Group. This group is working under the general chairmanship of Miss Jessie Amelia Tritt, supervisor of the education of exceptional children in the Los Angeles city schools. Several meetings have been held in the past at which a hundred or more have been in attendance. Further work of this group will be continued in the spring months of 1939.

Mrs. Eva Gildea, Supervisor of Reading in the Piedmont elementary schools, is giving a University of California extension course, "The Teaching of Reading in the Elementary Schools," at the Hayward Union High School. This course deals primarily with the special problems of reading in the Alameda County Elementary Schools. County Superintendent Muller has provided for individual consultation for teachers. Mrs. Gildea recently supervised reading instruction in Contra Costa County and conducted a demonstration for reading in Mariposa County. She has also been a summer session instructor at San Francisco State College.

Mrs. Louise L. Wickersham, elementary supervisor in the schools of Burbank, California, has been extending the work in elementary science for the first six grades. A course of study in science is under development. The work is being co-ordinated by a special science teacher, R. G. Banks. Mr. Banks is handling the development of units of work in science and is organizing Nature Clubs throughout the system. Mr. Banks devotes his whole time to this science work dividing his time among the six elementary schools of Burbank.

Alameda County has an Educational Policies Council which was formed to work with the superintendent and his staff in an advisory capacity for the development of the best possible educational program in Alameda County schools and for closer cooperative relationships among the various schools. By means of sub-committees reporting to the Council, investigation and discussion, the Council members study actual needs and problems existing in the schools, formulate educational policies, recommend and adopt educational programs and assist the superintendent in other similar educational matters.

Superintendent Edgar E. Muller writes: "We attempted to include representatives of every major phase and level of education in the county, i. e., elementary and high school principals, some from large schools, some from small schools, some from one-teacher schools, and some teachers as well as

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principals. Each year part of the members will be reappointed, to provide for continuity, and the new appointments will be rotated so that different schools may have their chance at representation on the Council."

Martinez Elementary School Principal

Kenneth Forry is in his first year as full time principal of the Martinez Elementary School. The system consists at present of three schools, a fourth, fifth and sixth grade unit, a primary grade unit and a kindergarten-primary unit. In the Mountain View section, which has recently started to grow, a new primary-kindergarten unit is in process of construction and will be completed in time for occupancy next summer. This building is a PWA project costing in the neighborhood of fifty thousand dollars.

Mr. Forry is an Oakland man. He went through the Oakland elementary and secondary schools, attended the University of California, and secured his M. A. in the summer of 1937. He is continuing graduate work at the University.

Forrest V. Routt, Superintendent of Martinez Schools, met Mr. Forry in a class in graduate work at the University of California. Working on a committee with him, Mr. Routt recognized his ability. In other words, as he says, he "knew that he had what it takes" and told Mr. Forry that some day he would have a place for him. That opening came three years ago in the classroom as a sixth grade teacher. Mr. Forry accepted that position, and this past fall, when the opening came for a full time principalship, Mr. Routt recommended Mr. Forry's appointment.

San Bruno's District Superintendent

Henry C. Hall, Jr., District Superintendent of San Bruno Schools, belongs to a family long prominent in school work. His father, Henry C. Hall, was prominent in San Mateo County in school work until the early nineteen hundreds. He later was district superintendent of the Corte Madera-Larkspur School in Marin County. George W. Hall, who for forty-five years was district superintendent of the San Mateo elementary schools, is an uncle. The family of George and Henry Hall came into San Mateo County in 1866, settling near the town of Searsville, now covered by Searsville Lake, and later moved to Redwood City.

The San Bruno Park School District is erecting an auditorium-gymnasium at the North Brae School. The plant will include a gymnasium floor 81 by 55 feet, a stage, a music room, maintenance rooms and ultimately a shower room. The work is being completed under a forty-five per cent Federal grant, the school district's share being raised from current revenues. This district has achieved a position whereby it can build on a pay-as-you-go plan.

New Member, San Mateo Board of Education

R. L. Crane, District Superintendent of Schools of the Jefferson Union District, which includes Daly City and Colma, was appointed in January to serve on the San Mateo Board of Education, succeeding George W. Hall, formerly superintendent of the San Mateo city schools, who has served on the school board for forty-one years.

R. L. Crane

Mr. Crane has been a leading school man in San Mateo County for a number of years. A Californian, born in Mendocino County, he had his elementary and high school training in Marin County. He secured his A. B. degree from San Francisco Teachers College with additional graduate work at the University of California and Stanford. He began his teaching career at Hayward, teaching there one year before entering the army. He was very active in army life, but as he says ruefully, he "fought and bled on the western front of the United States." Returning to school work after the Armistice, he came into the Jefferson School District for one year as a teacher. From this position he went to Hillsborough as supervising principal for five years, remaining another five years as district superintendent. From Hillsborough he returned to Jefferson District as district superintendent.

Colma and Daly City comprise a district of eight buildings counting the new administration building. One of Mr. Crane's first interests in the Jefferson District was to establish a program for definite improvement in reading. A natural follow-up for the reading program was the introduction of libraries in each school. Mr. Crane has developed a very fine system of circulating books among the eight schools and particularly in the case of supplementary reading sets in the primary field.

He also has introduced two years of craft work of different types, including ornamental copper and brass, leather craft, weaving and basketry, block printing and mechanical drawing.

Mr. Crane is a progressive school man and should enjoy as well as contribute to the interests of county board work.

Santa Monica's Curriculum Counselor

Elmer C. Sandmeyer was appointed to the position of curriculum counselor of the Santa Monica city schools in May of 1938. This includes curriculum work from the kindergarten through junior college. Mr. Sandmeyer comes originally from Missouri with some teaching experience in the Middle West. His degrees were taken in history and social science. He secured his Ph. D at the University of Illinois. His first position in California was in San Bernardino, in the high school first, and later in the junior college when it opened. From San Bernardino, he entered the Long Beach system as a teacher in the Long Beach Junior College.

He came to Santa Monica in 1929 as instructor in the junior college and later became Dean of Men. Mr. Sandmeyer has taken courses of education at the University of California and the University of Southern California and is a member of Phi Delta Kappa.

Mr. Sandmeyer tells us that when the Santa Monica Junior College first started there were 150 students and that now there are 1150. It is firmly believed that if the college had sufficient housing facilities there would very soon be at least 1500 students. It is interesting to note that sixty percent of the students are men and have been since its organization. Of the thirty-nine members of the faculty about seventy-five percent are men.

CONFERENCE OF ELEMENTARY SCHOOL PRINCIPALS

A regional conference of elementary school principals and district superintendents was held in Santa Cruz on February 11 in cooperation with the California Elementary School Principals Association, Central Coast Section. Vesta E. Vail, principal of the Mission Hill Junior High School and president of the Central Coast Section, presided. About seventy principals of Monterey, San Benito, Santa Cruz and San Luis Obispo counties attended.

Helen Heffernan, Chief of the Division of Elementary Education, State Department of Education, addressed the conference on "The Place of Oral and Written Expression in the Modern School Program." Taking part in the discussion which followed this presentation were: Edith Boasso, teacher, Mission Hill School, Santa Cruz; Eldon Covell, principal, Seaside School, Monterey; Josephine DeCarli, principal, Lincoln School, Salinas; Amy Emmett, teacher, Mintie White School, Watsonville; John D. Krone, principal, Fremont School, Hollister; Viola Meints, principal, Laurel School, Santa Cruz; Grace Widemann, principal, Gonzales School, Gonzales.

Gladys L. Potter, Assistant Chief of the Division of Elementary Education, spoke on "Science Education in the Elementary School." The discussion group after this talk included: Margaret Blaine, teacher, Laurel School, Santa Cruz; Ethel Higgins, general supervisor, San Luis Obispo County; Eva Riecks, principal, Oak Grove School, Monterey; Alton E. Scott, principal, San Juan Union School, San Juan Bautista; Edith King, principal, Grant Elementary School, Santa Cruz.

A luncheon was given at the First Presbyterian Church with Helen Heffernan presiding. Greetings were extended by Roy E. Simpson, Santa Cruz City Superintendent of Schools, and Janie M. Stocking, Santa Cruz County Superintendent of Schools. Films were shown on "Effective Use of Library Service."

Miss Heffernan's address is given in part:

"The experience program of the modern school provides opportunity for the spontaneous interchange of ideas. Children living together naturally and happily in the informal atmosphere of a democratic classroom are released from the conspiracy of silence which dominated the formal classroom of the past. They have experiences which stimulate conversation; they want to relive their experiences by sharing impressions and feelings with each other. The desire to communicate with others is a basic, human urge, and the modern school organizes its program to provide opportunity for growth in power to communicate by means of experiences worth talking about, and by permitting freedom of expression. The modern school values the experiences and observations of children. They are encouraged to express their thoughts in a hospitable climate in which they are released from fear of ridicule or criticism.

"The modern teacher recognizes the conditions which inhibit expression. She takes time to create an atmosphere of friendliness. The children come to sense the teacher's interest. She does not violate the privacy of a shy child. She does not demand immediate response. She arranges situations in which the child wants to express himself. She is skilful in leading the child to respond by her own sincerity and expectancy. She is quick to express her appreciation of the ideas the child has contributed. She treads lightly in her effort to establish correct usage and recognizes that eager, spontaneous participation in an interesting discussion is of far greater importance than any literary convention. She is interested naturally in how the child expresses himself, and carefully guides him to more acceptable forms of expression, but she is far more interested in the fact that he has something he wants to say and confidence enough in himself to attempt to say it.

"The teacher does not have far to seek for natural situations requiring oral and written expression. The everyday life of the classroom is replete with genuine need for expression. Tom tells about the dog show he visited Saturday; Mary relates to a wide-eyed audience the story of her father's regular trip as an airplane pilot; the library committee chairman reports on new books available on the library table; letters must be written to secure permission to visit the local broadcasting station; notes must be sent to John who is convalescing from a broken leg; the class newspaper must be written and contributions must be prepared for the school newspaper. These and a score of other needs for speaking and writing in the everyday happenings of a happy, interested group of children provide ample practice in effective expression.

"The language activities are no longer the stilted exercises of a period in the daily schedule. In fact, if language is really functioning in the life of the group of children there is little need for a separate period labeled 'language arts.' Language permeates the genuine interests and activities of the entire day."

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The annual meeting of the American Association of School Administrators is the outstanding event of each year in the educational field. All who work in the field have learned to look for the reports from this great convention as a dependable gauge for dominating educational trends or problems of the current year.

Usually the convention "makes the headlines" in the daily press. Some speaker, or some issue, will emerge from the program dramatically, and press reporters play up the news value offered. Probably it is significant of the 1939 sessions that no reports of them reached our local western papers.

Apparently the convention indulged in no fire-works, but sawed wood soberly, intensively and to good effect. An admirable innovation of this session was the appointment of a group of "reporters" within the membership, charged with the responsibility of summarizing the papers and discussions of the many sessions. The report of this group has been published as the official "Summary of the 1939 Convention" and is available from the headquarters of the association.

The theme of the convention was centered upon school policies which may best secure democratic institutions. The program was based on the four recent publications of the Educational Policies Commission, which are studies in the relations of our schools and democracy.

This is no new theme for convention discussion. But too often it has been a theme in the same famous category as the weather. Reports indicate that at this convention at last something was done about a situation that, in the light of current world events, certainly calls for action in our schools.

A few of the many Californians who went to Cleveland have contributed to the JOURNAL their impressions of the convention:

E. W. JACOBSEN
Superintendent of Oakland City Schools

Superintendent Jacobsen was chairman of the committee which drafted resolutions summing up the outcomes of the convention discussions. Mr. Jacobsen named several issues that seemed of special importance for administrators. More democracy in administration is necessary if we are to teach democracy in the classroom. Oakland's Educational Council is an example of this principle in action. Every group among the teachers of Oakland is represented on this council, which acts in an advisory capacity to the administration and initiates policies for the schools. Denver has a similar plan to safeguard democracy in administration.

Another issue that gave administrators concern was embodied in the resolution headed "Allocation of Public Funds." The shifting population statistics is resulting in a tendency to withdraw funds from the schools, whose elementary enrollment is decreasing, and to apply them to relief needs for the aged, whose relative numbers are increasing.

Professional standards for administrators was a theme of special interest. A preliminary report of the committee appointed in 1937 to study this topic has been issued under the title "Standards for Superintendents of Schools." The resolution committee included a statement on this subject under the heading "Improvement of Administration."

VIERLING KERSEY
Superintendent of Los Angeles City Schools

A great convention like any great pooling of intelligence becomes valuable only as its pronouncements go to work through the lives of those who participated in the convention. It seems that a convention such as the one at Cleveland can well represent an admonition to each of us to make certain personal resolves. As a result of this convention the assignment to me is along several lines.

I want to be closer to national groups interested in and leading forward this great structure of public education.

The convention admonished me to hold sacred the meaning of democracy in American life and to see to it that educational activities with which I may become associated are more and more contributory to a practical everyday working democracy.

These meetings firmly indicate that it is not so much new thinking, new ideas, and new practices that we must yearn to have guide us as it is a keener, deeper understanding of one another as the basis for more cooperative united efforts in behalf of richer educational meanings for children.

These meetings convince me that I must be not only diligent in planning, promoting, and supporting policies, practices, and programs but that I must also constantly maintain an evaluative relationship to all that is sponsored, stimulated, and undertaken.

These gatherings have convinced me that more than any other one thing we need to have a great wave of unselfishness sweep over this land of ours. The most significant source from which the strength for the future will spring is from the wellsprings of unselfish hearts.

To have missed all of the meetings, all of the conferences, and all of the speeches would have been sad indeed, but to have missed the renewal of acquaintance, the fine professional friendships, and the association with 15,000 noble American thinkers devoted to the cause of childhood would have been the greatest loss which any school superintendent could suffer.

BERNICE BAXTER
Director of Instruction
Oakland Elementary and Junior High Schools

En route to the national convention of School Executives held in Cleveland, schools in the following cities and counties were visited: Houston, Texas; Montgomery, Baltimore and Carroll Counties, Maryland; Cleveland, Ohio.

The Houston schools are busily engaged in building an all-inclusive curriculum for kindergartens, elementary schools, junior and senior high schools which should result in continuing growth for pupils along lines accepted as desirable by parents, teachers, principals, supervisors and directors within the city. The Houston program is comprehensive and yet complete in detail. The schools visited gave evidence that the curriculum was functioning in practice and was not merely a program defined on paper.

Most interesting developments are going on in the counties of Maryland. Under the direction of county superintend-

ents and their respective supervisory officers, instructional programs are evolving which are well worth a visitor's attention. The outcomes in English and in social studies are particularly impressive. Children in the Maryland counties seem to possess ability to discuss and participate in social problems with intelligence, to use the English language effectively. The suburban schools in these counties are housed in modern structures which are superior in many ways to the buildings found in large cities.

Cleveland's experimentation with radio broadcasting is on a comprehensive scale. Schools are being equipped with receiving sets, and lessons are being broadcast from the central offices of the Board of Education by groups of children preparing special broadcasts in the various fields. Education throughout the country will undoubtedly profit by the pioneering efforts of Cleveland.

The Cleveland convention was particularly significant in that superintendents and other school officers were insistent upon making the convention an effective stimulus for the immediate improvement of education in the United States. Again and again there was stressed the necessity for having the deliberations of the convention affect practice in every community in the United States. The speakers devoted themselves to the cause of democracy and urged the acceptance of a plan of action which should make possible equal opportunities for all American children to experience a school life which should be foundational for participation in a democratic state.

In meetings of other organizations affiliated with the N. E. A. and held in conjunction with the School Administrators' sessions leaders in the fields of child growth and curriculum development and in the direction and supervision of teaching expressed opinions which seemed to be in general agreement with those of school administrators, namely, that human relationships are of prime importance and that in a democratic society human values must be given first consideration. That education should concern itself with the whole human organism or the total personality seemed to be the accepted conclusion of those working on problems of research as well as those engaged in the practical administration of schools.

JOHN H. BEERS

Mr. Beers, Pacific Coast Manager of the Macmillan Publishing Company, reported the outstanding contribution to the convention made by the Associated Exhibitors. The unusually large space available in the Cleveland Auditorium and the careful preparations of the participating companies made this year's exhibit one of the most important features of the conference. Arrangements were made for conferences at which top-ranking experts discussed with educators new and practical approaches to vital problems. This splendid program demonstrated the increasingly high professional standards of the firms which supply books and other materials which support the program of education. They are an integral and important section in the contemporary educational scene. Their contribution to the convention was warmly appreciated by the administrators as was indicated by the large attendance at exhibits and conferences.

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A Curriculum Unit on Rocks

MERRILL GOUDIE, Teaching Principal
HELEN S. THOMAS, General Supervisor

This curriculum unit was developed in the seventh and eighth grades of the six-teacher Bard School in the southeastern corner of Imperial County, an irrigated portion of the Colorado Desert a mile from the Colorado River.

The children's interest in rocks originated in the Nature Study Club which they had organized for regular weekly meetings. The Club had grown out of the children's interest in their outdoor environment. They had enjoyed many trips to mines, dams and the river. They had studied the desert, animals, insects, and plants.

When one of the children brought in an agate and a piece of jasper, the others showed much interest. Soon the teacher was deluged with specimens. In the efforts to classify these an interest was developed that resulted in further study.

Excursions

Several trips were made to collect specimens; to note characteristics of the earth formations about the school; to "have a picnic"; to verify statements and opinions of classmates; to "have a good time outdoors." Teacher and children carefully planned these trips. Permits were obtained from homes, aims were clearly understood, and each child's responsibility agreed upon.

Problems and questions arose to furnish the motive for enough study and investigation to last for a long time. The children kept notes on their excursions, and many snapshots were taken. Notes and pictures were put into notebooks as records of their field trips.

Collections

Individual and group collections were made. The most interesting pieces were displayed in a permanent exhibit. New types of rocks were discussed in general meeting, usually by the discoverer, after a conference with the teacher and after reference to all available material. All rocks were classified in three groups.

A. Sedimentary: formed by river silt or other deposits; very soft, easily disintegrated; examples: sandstone, limestone, chalk, tufa.

B. Metamorphic: sedimentary rock that has been subjected to great heat and pressure; examples: marble, conglomerate (small pebbles fastened together by natural cement).

C. Igneous: metamorphic rock which has been melted (by volcanic action) and then subjected to great pressure or sudden cooling, causing crystallization to take place; examples: granite, all precious stones, all semiprecious stones.

Specimens of the following minerals were placed in the permanent collection in the school: gold, silver, lead, copper, pitchblende, talc, mica, nickel, aluminum, quartz, calcite.

Language Experiences

Language experiences included the conducting of club meetings and the writing of minutes such as the following:

Friday,
March 27, 1936.

The meeting was called to order by President Smith. The minutes were approved as read.

The panel which went to El Centro reported on the trip. They told us about the trip over; the presentation of the panel discusion on "Rocks of Imperial County"; their feeling when they were speaking before the principals; the picnic in the park and how the wind blew; the trip home, and taking pictures in the sand hills. Everyone had a good time. Some of them were scared while they were talking.

A motion for adjournment was made by Billy. The meeting was adjourned.

Signed
Beverly Christain
Secretary

There were group discussions, talks before the club and the writing of papers to present to the club. One of these papers follows:

SEDIMENTARY ROCKS

Sedimentary rocks are rocks that have been deposited by the agency of water and wind; the materials of which sedimentary rocks are made may have their origin in matter produced by organisms found in the sea, such as carbonate of lime made by minute animal life.

When people see these rocks they would never guess that sedimentary rocks could in any way be related to the rocks from which they were formed, for they do not look at all alike.

As long as there is sun, wind and water, rocks will continue to break rocks and form more sand and clay. Just as long as there are rivers and streams they will never fail to carry loose sediment aud deposit it on the floors of the seas and oceans, forming layer upon layer. Rocks are always being torn down while others are being formed.

There are several different kinds of sedimentary rocks. One kind is known as the sandstone, formed by sand that has piled into layers. Sandstone may contain a little lime which helps to cement the grains of sand together, or it may have some clay, but most of it is sand. Sandstone is used in buildings, but it doesn't wear as long as marble or granite for it scratches off easily. Sandstone may be red, gray, or yellow. The color is caused by minerals such as iron which have been dissolved in the water and added to the rocks.

When pebbles have been cemented together by lime and sand the resulting rock is known as a conglomerate rock.

Shale is another kind of sedimentary rock made from clay. Under a great amount of pressure this slate or clay may become a fairly hard rock. You can easily recognize this rock when you see it because it breaks into scales.

The bones and shells of animals contain a great amount of lime. It was this lime that helped to form much of the limestone in the earth. As the animals of the sea died their bones and shells sank to the bottom forming layer upon layer at the bottom of the water. As the water ran into the ocean it carried lime that it had dissolved from rocks on the land and added it to the layers of lime. Great mountains are made up almost entirely of limestone which was made under the water and later forced up into the mountains.

Sandstone is quarried and used in buildings. It is also used in other ways. It is heated and changed to quicklime or lime and is sold to be used for whitewash, mortar and plaster.

Rocks that have been changed by a great amount of pressure in this way are called sedimentary rocks.

Sedimentary rocks are usually found in layers and in such cases are said to be stratified. A single layer is called a stratum. —*Mozelle Rutledge.*

The following is the outline of the preparatory work that was done before the children presented a panel discussion on Rocks before a County Principals' Meeting in El Centro.

1. Subject
   Rocks
2. Organization
   Eight members on panel, a leader and seven to aid in the discussion. Club President and Secretary to attend also.
3. Preliminary discussion to determine scope of the subject
   a. What do we wish to discuss?
   b. How much should each speaker be responsible for?
   c. What kind of illustrative material shall we take to put over our points? What shall we take to illustrate our School Exhibit?
   d. Where shall we find our data?
   e. How shall we distribute or assign the topics?
   f. When shall we go over our material?

After the Principals' Meeting a report was given to the club.

December 4, 1936.

The meeting was called to order by President Smith. The minutes were read and after one correction were approved.

Cecil was invited to join our club; he accepted and was placed in Teddy's Committee.

The meeting was turned over to Novella, who was chairman of the Committee who presented the panel discussion of the three classes of rocks. Novella introduced the panel members.

Mozelle's report was on sedimentary rock. She told us how the silt is deposited by slowly moving water and how it finally becomes a soft stone. She showed us some from the Salton Sea Section.

Harvey's report was on metamorphic rock. It is sedimentary rock that has been changed by heat and pressure. Conglomerate or "pudding stone" is an example of metamorphic rock. He showed us some conglomerate from Pilot Knob.

Josephine's talk was on igneous rock, which is metamorphic rock that has been changed by great heat and pressure. All crystals are of igneous formation. She showed us rock crystals from the Chocolate Mountains and garnets from Pilot Knob. After a short discussion, the meeting was adjourned by President Smith.

Signed,

Beverly Christain,

Secretary.

Other language experiences were: debating, committee work, writing captions and labels, giving reports to school audiences, writing newspaper articles and making notes.

Reading Experiences

The children consulted a great many science books, encyclopedias, and magazines for information on topics and questions in their study. In addition to their research work they had much good fun reading about animals, people, and places of the great deserts of the world.

They developed a new vocabulary including such words as: conglomerate, crystallization, disintegrate, erosion, facets, garnet, geods, geology, igneous, metamorphic, quartz, refraction, sedimentary, strata, stratum, volcanic.

Art Experiences

A large desert frieze was made to serve as background for the rock exhibit (and was later exhibited at the State Fair). The children were given lessons and practice in lettering so that they could make placards for exhibits. An exhibit of jewelry was arranged to illustrate the use of semi-precious stones. Jewel cuttings were arranged to illustrate the refraction of light. Cut stones were exhibited.

Health Experiences

The hikes which the children took were both mentally and physically stimulating. The children discussed types of food best adapted to hiking, and decided that they should choose food which was nourishing and easy to carry, and which did not contain an excess of thirst-provoking salt. Each child learned how to carry water, how to keep it cool and clean, what the sources of pure water are on hikes, and what the dangers of impure water are. They became familiar with the contents and use of a first aid kit.

Arithmetic Experiences

It was necessary to learn proportions for mixing cement in order to build rock gardens. The children studied crystal formations and learned how to distinguish and count facets on crystals. Hiking and other outdoor activities involved the estimating of distances in miles, rods, feet and inches. The weighing and measurement of minerals gave opportunity for the use of small measurements such as the centimeter, millimeter and troy measure.

Outcomes

There were many satisfying outcomes of this study. The club had the opportunity to demonstrate its panel discussion technique, using rocks as its topic, to the Principals' Association of Imperial County. This meant a trip of seventy-five miles to El Centro, a picnic afterward in the park, and an interesting day in addition to the club activities. The children exhibited their excellent rock collection at the State Fair. The final school exhibit was completed and added to the school museum. Authorities in charge of the historic Prison Hill, eight miles distant in Yuma, asked for the privilege of displaying Bard's collection in their permanent exhibit.

Other less spectacular but important outcomes of this study were evident to the teacher: the children's appreciation of the hidden beauty in rocks; growth in cooperation; increased appreciation and love of nature in immediate environment; a fine knowledge of kinds of rocks found in the neighborhood; greatly increased vocabulary; development of desire to seek out information concerning other aspects of the environment; the leading-on-ness of the unit to studies of soil, plants, clouds; increased activities for leisure.

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Library News

Edited by MABEL R. GILLIS, State Librarian

COUNTY LIBRARIANS MEET

When the California county librarians met in convention at Sacramento February 9-11 an interesting feature was an evening of films showing county library service. One had been taken by Elizabeth Topping of Ventura County to illustrate the types of service dispensed from that county's Bookmobile. Many county libraries use trucks or automobiles for delivering books to branch libraries, but Ventura County Library is the only one that uses a Bookmobile equipped with book shelves for carrying books and equipment for charging them out. A librarian is always in attendance, when the Bookmobile goes on its rounds to give advice and assistance in selecting books. The film showed children eagerly examining the resources of the Bookmobile and adults exchanging opinions with the librarian. The Bookmobile as a supplement to permanent branch libraries is proving a worth-while feature of Ventura County Library development.

The second film demonstrated county library service to schools as carried on in Colusa County. This film had been taken by the Division of Elementary Education, State Department of Education, with the cooperation of Mrs. Beatrice Edmonds, rural supervisor, and Mrs. Ella P. Morse, county librarian of Colusa County. The pictures showed library corners, children learning how to use the library, consultations between teacher and librarian, work at headquarters in preparing the books, and many other phases of this activity. Colusa County Library service to schools is typical of the fine work carried on in all our county libraries.

After the showing of the films the librarians adjourned to examine the exhibits which had been assembled in the corridor near the meeting room. Plans and pictures of new branch library buildings, charts and graphs showing library progress, and books of professional interest were shown. All exhibits were under the direction of John D. Henderson, State Library Field Representative.

This completed the first evening of the convention which was the thirtieth annual meeting of the county librarians of California. In recent years this has usually been held in conjunction with the California Library Association, but this year that plan seemed inadvisable since the American Library Association will be held in San Francisco and the California Library Association will hold only a business session at that time, combining all other programs with those of the national group. Accordingly the county librarians returned to an earlier custom and met independently at the State Library. Representatives were present from forty-six county libraries, about one hundred delegates in all. Among those attending were Miss Roxie Hall, librarian of the newly established Calaveras County Library, and Miss Evalyn Peat of Tehama County, new to the ranks of county librarians this year.

The program for the convention consisted largely of informal discussions on problems peculiar to county libraries.

Californians on A. L. A. Committees

California, fourth in number of members in the American Library Association, exceeded by New York, Illinois and Ohio, is third in the number of members serving on committees in that organization, (exceeded by New York and Illinois only). These committee activities cover a wide range of subjects. For instance, California has as chairman of the Committee on Work for the Blind, Mrs. Carol I. Alderson of the State Library, and of the one on Radio Broadcasting, Mrs. Faith Holmes Hyers of the Los Angeles Public Library. We have representatives in the group considering Libraries in National Parks and a Union Catalog of Latin American Books. A Californian is on the important Jury of Awards which grants scholarships to librarians for the intensive study of certain library problems. Several of our librarians are on the various committees concerning work with the children, one of which is a sub-committee on the interesting subject of "The Adolescent and His Reading." Very important at the moment is the Friends of Libraries Committee, on which three Californians hold membership. And there are very many other committee positions filled by librarians of our state. It can safely be said then that California librarians are taking their share of responsibility in the national association, and they are taking it gladly because they are eager to participate both in the work and in the accomplishments of this outstanding organization.

Public Libraries and Special Libraries Cooperate

An announcement of an interesting experiment comes from the Special Libraries Association, Southern California Chapter. The In-Service Training Committee of this association in cooperation with the Los Angeles Public Library is offering a survey course covering the departments of the library. This course is open to members of the Southern California Chapter of the Special Libraries Association. Each department librarian will give one lecture on her department and conduct the class through the department stacks and reference collections, pointing out special tools of her department and the special services which each department offers.

This course is offered by the library and the department librarians with a view to improving relationships between the special librarian and the public library. A knowledge of the resources of each department will open the way to a greater use of the public library by the special librarian and will provide for better service to the patrons of both the public and special libraries.

When the course is completed letters will be written to employers of those who have taken the course if desired. These letters will call attention to the fact that the librarian has taken this course in order to improve the quality of service which she is prepared to give her employer. This course seems to be a logical and worth-while project, and results will be watched with interest.

Friends of the Huntington Library

Invitations have been issued by the Henry E. Huntington Library and Art Gallery to join an organization called Friends of the Huntington Library. The Friends will include those interested in books, manuscripts, art collections, gardens, exhibitions, publications or research.

Friends of the Huntington Library has been organized as a non-profit California corporation. The purposes of the organization are, first to keep friends of the library informed of developments, and second, to accumulate a large number of small contributions which, it is hoped, will provide a substantial sum for use in acquiring books, manuscripts,

pictures, prints, and works of art, rare plants and desired material for the great botanical collections. It is also hoped that help may be secured in this way toward increasing the usefulness of the Huntington collections by enlarging the program of publications or exhibitions.

A statement accompanying the invitation states that "Notwithstanding its generous endowment the Henry E. Huntington Library and Art Gallery could use to advantage additional funds with which to build up its collections in ways, and to an extent, not possible within its present income. Opportunities to obtain desirable material arise from time to time, but frequently cannot be utilized because of lack of means immediately at hand. The acquisition of valuable items in a few instances during past years has come through special efforts on the part of various friends. This suggested the advisability of establishing a fund out of which such additions might be made more systematically and when special occasions offer. Many people have made and are making welcomed gifts of books, manuscripts, and other material to the institution. The present organization would encourage this spirit of generosity. It seeks in addition to coordinate other efforts and to open fresh opportunities."

Lizardi Bibliography Published

A research project set up in the Sutro Branch of the State Library about a year ago has just completed a preliminary study of more than forty new poems and pamphlets of the famous Mexican novelist and pamphleteer, J. J. Fernandez de Lizardi, discovered in the Sutro Library. The study was prepared by Dr. P. Radin and published under the sponsorship of the California State Library. The volume contains seventy-seven pages in mimeographed form, including a complete bibliography and a reproduction of eight poems and pamphlets.

Lizardi, also known by his pen name of "El Pensador Mexicano," played an important role in the Mexican revolution. The material by and about him in the Sutro Collection is unique in its completeness. Further information about the present publication may be secured from Sutro Branch, California State Library, Civic Center, San Francisco.

NEWS NOTES

Kate M. Foley, State Library Home Teacher of the Blind, for San Francisco and the Bay district, will give a radio talk on March 16 at 2:15 p. m. on "What Radio Means to the Blind." This is one of a series of broadcasts about the services and influence of the radio.

Sacramento County Library has recently acquired its first county owned branch building. It has been built at Carmichael and should be ready for occupancy early in March. It is constructed of red brick and has white trim. Cornelia D. Provines, county librarian, reports that the branch will be functioning in the new building early in March.

Albert C. Gerould, assistant reference librarian of Stanford University Library, has succeeded Belle Joachims as librarian at the College of the Pacific.

The State Library is represented on the Committee on Fine Printing for the Golden Gate International Exposition by the librarian and the head of the California Section. This committee is responsible for the exhibit in the California Building, showing examples of printing in California from the products of the Spanish and Mexican presses to the work of our present day outstanding printers. A feature of the exhibit will be samples of pioneer printing from every county in the state. This exhibit of California printing should direct attention to the libraries specializing in Californiana, most of which have examples of all the well known printers of the state.

Clara F. Mel, a member of the San Francisco Public Library staff for forty years, died on January 23 at the family home in Berkeley.

Bess Landfear has resigned her position as Librarian of the Yuba City Union High School to become Librarian of the Presidio Junior High School, San Francisco.

Mrs. Eva Rodgers is the librarian in charge of textbooks and libraries at Compton, California, under Mrs. Ardella Bitner Tibbey, superintendent of the Compton grammar schools.

Mrs. Novella Nicholson, vice-principal of the John Burroughs Junior High School, Burbank, California, is chairman this year of the Textbook and Library Committee.

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THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

The bills introduced at the opening session of the Legislature, affecting the schools directly or indirectly, exceed three hundred in number. Many of them may be designated "freak bills." Most of them will not have any chance of being enacted into law. We cannot know in advance which ones will be relegated to the "scrap heap." It is our duty to study each bill and determine its bearing upon the schools, if possible, and exert our influence to defeat the undesirable bills. We should give encouragement to the enactment of such bills as shall tend to promote the welfare of the schools.

Several bills affecting tenure have been introduced. The trustees should study these bills carefully and oppose the enactment of any bill which tends to make tenure more rigid and unworkable. It is in the interest of pupils that incompetent and inefficient teachers be dismissed. We believe the great majority of teachers now realize that the trial method necessary to terminate the employment of such teachers is unduly rigid and that some changes are necessary. The San Francisco Board of Education is sponsoring an amendment to the tenure law which is very desirable. The Teachers' Legislative Committee has approved this proposed amendment. The particular amendment relates to trial procedure and allows the introduction of evidence of teachers' actions and conduct in certain particulars, occurring more than three years prior to filing of charges.

Trustees' Action Unselfish

School trustees occupy a unique position in school matters. They do not have any selfish interests to advance. They work without thought of financial reward. Their only concern is providing better educational facilities for the boys and girls of California. In the discussion of school legislation they have one prime objective, and that is to preserve the democracy of our school system. If at times we have discussed school matters from a provincial point of view, that has not been our fault. It has been the fault of the system under which we have worked. That system has prevented our getting together for mutual discussion of school problems, school administration and school programs. This fault should be remedied. Legislation should be enacted, making it possible, if not mandatory, for school trustees to meet at reasonably frequent intervals for the discussion of these problems, in order that they might better serve the schools of their day and time.

Civil Service for Non-Certificated Employees

There are several bills pending relative to civil service for non-certificated employees. Most of these bills are wholly unacceptable to governing boards. The bills are based upon a spirit of distrust of the fairness and justice of the personnel of school boards. If any form of civil service is to be adopted for non-certificated employees, it should provide for local control. Remote control of civil service employees should not be considered. Non-certificated employees should, of course, have security of position, and I believe the average school board does now give security of position to non-certificated employees. In our district we have discharged a lower percentage of non-certificated employees in the last ten years than we have certificated employees, although the latter enjoy tenure. We believe that attitude runs throughout the schools of California. No better evidence of the fairness and justice of the attitude of school boards toward their non-certificated employees could be found. If that attitude does not exist in any district, we believe that the district trustees should reconsider their attitude and give to non-certificated employees continuous employment, so long as they are efficient and dependable.

MANDATORY CIVIL SERVICE

Attention is called to AB 2248 (Miller) and to other similar proposals which would create MANDATORY CIVIL SERVICE FOR NON-CERTIFICATED SCHOOL EMPLOYEES in school districts having 850 or more ADA. During the past few weeks a state-wide survey has been made of school districts which would be immediately affected by these proposed laws, and practically unanimous, vigorous disapproval is expressed by trustees and boards of education. ONE SCHOOL DISTRICT alone approved the plan, all others contacted believing that such a law would be exceedingly harmful to public education.

ASK YOUR LEGISLATORS TO VOTE NO ON ANY MEASURES WHICH WOULD CREATE MANDATORY CIVIL SERVICE FOR NON-CERTIFICATED SCHOOL EMPLOYEES.

THE CLEVELAND CONVENTION

The sixty-ninth annual convention of the American Association of School Administrators brought together thousands of persons from various parts of the United States interested in one way or another in the maintenance of free public education. Under the leadership of President John A. Sexson of Pasadena officers and committees had arranged a convention program full of interesting and inspiring conferences, general sessions, and formal and informal gatherings, touching on many phases of education. Participants in these meetings were chosen from every part of the United States, with California educators taking an active part in many assemblies.

The first general session of the convention was a Vesper Service on Sunday afternoon at the Cleveland Auditorium, an immense room capable of seating 18,000 persons. The theme of this service was "Spiritual Foundations of Education." Music was furnished by the Singers Club of Cleveland, a well-trained chorus of one hundred men under the leadership of Boris Goldovskoi. Appropriate Memorial Services for members who had passed away during the year preceded the address of the afternoon, which was presented by Dr. Theodore G. Soares of the California Institute of Technology, who chose as his subject "The Spiritual Quality of Democracy."

At the Sunday evening session the Columbia Broadcasting System broadcast the regular Sunday evening program, "The People's Platform," from the stage of the auditorium. A panel discussion on "Propaganda and Intellectual Freedom" was developed by Lyman Bryson, Columbia University; Wilbur F. Forrest, assistant editor of the New York Herald Tribune; C. R. Miller, secretary of the "Institute for Propaganda Analysis," and several others.

Practically all delegates, numbering between eight and ten thousand, were assembled at the Monday general session when convention work began in earnest. Greetings from Mrs. J. K. Pettingill, President of the National Congress of Parents and Teachers, assured the audi-

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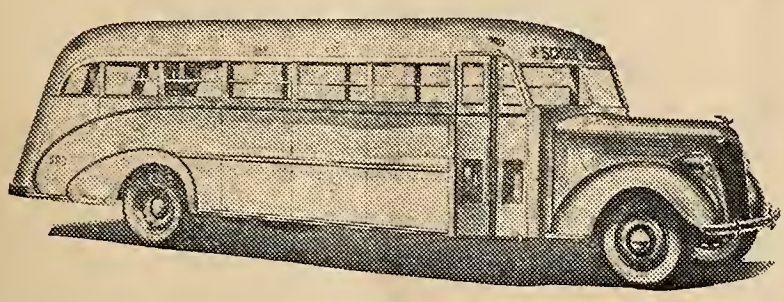

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ence of the fine spirit existing between the two associations. Harmony was further emphasized by Secretary Willard E. Givens of the National Education Association in his discussion, "A United Profession."

No attempt will be made to review the many fine addresses presented by outstanding speakers during the convention programs, as reports and addresses are available to those who may be interested. Each presentation was timely and provocative of thought and study. Many discussions centered around the theme of "Democracy" and the need for a change in public thinking and living, if our form of government is to endure.

Each general session was introduced by delightful musical numbers, several featuring unusually large groups of students from adjacent schools. All programs were based on the findings and pronouncements of the Educational Policies Commission, a joint committee of the American Association of School Administrators and the National Education Association.

Discussion groups were organized into six divisions for afternoon meetings. Discussion group leaders were: Dr. Grayson N. Kefauver, Dean of School of Education, Stanford University; Dr. Ernest O. Melby, Northwestern University, Chicago; Dr. N. L. Englehardt, Professor of Education, Teachers College, Columbia University; Dr. George H. Meridcth, Deputy Superintendent of Schools, Pasadena; Dr. Frank W. Hart, School of Education, University of California, Berkeley; Dr. James B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor.

Californians taking part in the conferences under these leaders included:

Dr. Walter F. Dexter, State Superintendent of Public Instruction.

Frank A. Henderson, Superintendent of Schools, Santa Ana.

Dr. K. E. Oberholtzer, Superintendent of Schools, Long Beach.

Dr. William H. Burton, Professor of Education, U. S. C.

Dr. R. D. Case, Superintendent of Schools, Salinas.

Dr. V. E. Dickson, Superintendent of Schools, Berkeley.

John F. Brady, Chief Deputy Superintendent of San Francisco Schools.

L. E. Chenoweth, Superintendent of Schools, Bakersfield.

Mrs. Ardella B. Tibby, Superintendent of Schools, Compton.

John J. Allen, Jr., Board of Education, Oakland.

Ira C. Landis, Superintendent of Schools, Riverside.

William G. Paden, Superintendent of Schools, Alameda.

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Dr. O. R. Hull, Professor of Education, U. S. C.

Buel F. Enyeart, Superintendent of Schools, Burbank.

Walter Helms, Superintendent of Schools, Richmond.

Roy E. Simpson, Superintendent of Schools, Santa Cruz.

Dr. Willard S. Ford, Superintendent of Schools, Glendale.

Mrs. Fannie R. Shaftel, Elementary Curriculum Coordinator, Pasadena.

A. F. Corey, C. T. A., Los Angeles.

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A large number of affiliated organizations took advantage of the convention to hold their annual gatherings, and each day's program included well attended breakfasts, luncheons, and dinners.

Exhibits Hall housed several hundred adequate displays of equipment, supplies, and books for school use. These interesting displays are especially valuable during convention periods when time and opportunity are available to compare different exhibits and to learn of recent developments.

Dr. Ben Graham, Superintendent of Philadelphia Schools, was elected President of the A. A. S. A. to succeed Dr. Sexson.

California Breakfast at Convention

One of the delightful informal events at the Cleveland Convention was the annual breakfast sponsored by the California Teachers Association. This year more than one hundred and fifty persons were on hand to greet President John A. Sexson and the other honor guests. John Brady acted as chairman, and presented President Sexson and other guests, many of whom made brief responses. This was one of the largest state gatherings noted during the convention.

THE SCHOOL BOARD'S PLACE IN EDUCATIONAL ADMINISTRATION

At one of the afternoon conferences at the Cleveland convention, three outstanding contributions to the general program were made in the following addresses: "The Controls of Public Education in a Democracy," James Marshall, President New York City Board of Education; "The Changing Functions of Local School Boards," Theodore V. Quinlivan, Member School Committee, Springfield, Massachusetts; "The Place of the State School Boards Associations in the Protection of Public Education," John J. Allen, Jr., Member Board of Education, Oakland, Calif.

Each of these addresses demonstrated the vital part played by school boards in public education, and the ensuing discussion of school superintendents emphasized the desirability of increased effort on the part of school board members to assume responsibility which is theirs.

Dr. N. L. Englehardt, Professor of Education, Columbia University, presided over a called meeting following this conference, when the formation of a National Council of State School Boards Associations was considered. Further study during the year will be given this important undertaking by a nationwide committee appointed by Dr. Englehardt. F. J. Brady, President of the Board of Education of Providence, Rhode Island, will act as chairman of the committee, California members being Mrs. Florence C. Porter, Bakersfield, and John J. Allen, Jr., Oakland. The committee will submit its report and recommendations at the next convention of the American Association of School Administrators.

SANTA PAULA BUILDING PROJECTS

Three school centers in Santa Paula are being improved during the spring months. At the McKevett school four new classrooms, as well as administration rooms, are being added, at a cost of approximately $30,000, exclusive of the equipment and furnishings. A new frame building is being added at the Barbara Webster school, and the Isbell school will have an entirely new brick building and a shop building.

Work is already under way on these projects, and is made possible by a PWA grant of $69,850, district bonds of $50,000 voted in 1938, and a balance on hand of some $35,000.

FIRST AID TRAINING FOR SCHOOL BUS DRIVERS

By C. L. Muller

Assistant Supervising Inspector, California Highway Patrol

Not long ago a fifteen-year old boy slipped and fell when he attempted to board a moving school bus. When found by the driver, the lad was unconscious and lying face down on the highway. The driver and several passers-by carried the boy into the schoolhouse where he was revived and a badly lacerated wrist dressed. Later he was helped to the school bus to be taken home.

While in the bus the youth mumbled incoherently and swayed back and forth in his seat like a drunken person. When they reached the village the driver stopped in front of the Post Office and permitted the injured boy to secure the family mail. The lad's gait was unsteady, and he had to be helped back into the bus.

The youth was in a serious condition upon his arrival home and was immediately put to bed. His parents then summoned the family doctor who ordered the boy taken to the hospital. Late that night he died.

From time to time the California Highway Patrol has stressed to local authorities the need for adequate first aid instruction for school bus drivers. Surely such knowledge would pay dividends. One lad would, no doubt, be living today had the driver recognized a wavering gait, incoherent mutterings and the flow of serum from the ears as symptoms of a fractured skull.

The California Highway Patrol will be glad to assist any school which is interested in instructing its bus drivers in first aid. The Department will also willingly cooperate with districts contemplating the purchase of transportation equipment. A complete file on all makes of school bus bodies, chassis, and other school bus subjects is maintained in the Sacramento Headquarters. Any inquiry addressed to the California Highway Patrol at Sacramento will be answered promptly and carefully.

* * *

From San Diego County comes news of the inauguration of Student Traffic Service in Oceanside, where pupils of the grammar school, clad in bright service caps and sweaters, mount guard at busy street crossings three times a day.

INGLEWOOD'S SALARY POLICY

Several years ago the Board of Education of the Inglewood City Schools directed the superintendent to present, for its consideration, a salary policy which would be an improvement over the existing salary schedule. A teacher committee was appointed by the superintendent with a principal as chairman and with a member of the administrative staff as secretary and research director. This committee spent several months in studying the problem thoroughly. During its entire period of study the teachers of the system were kept informed of its proceedings. Teachers at all times had the opportunity to make their individual contributions to the final salary policy with the result that the policy was approved by ninety-two percent of the teachers who voted on it. Following this a tentative policy was presented to the Board of Education for consideration, and several changes and modifications were made. The result was a policy which was satisfactory to the Board, superintendent and teaching personnel.

There are three bases used to determine differences in salary among teachers: training, experience and position. All teachers are first classified into four groups ranging from less than four years of university work to three years of work beyond university graduation.

The second factor in determining salaries is experience, and teachers receive increases in salary according to their experience providing that they meet certain training requirements in the university or in the equivalent work every three years. These increases continue for ten years, following which small annual increases in salary are granted every five years if teachers meet training requirements.

The third factor used to determine salary is the position held by the teacher. The largest number of teachers are regular teachers and receive the salary to which their training and experience entitle them. A small percentage of teachers do extra work and become research teachers for which extra salary is received, and a smaller number may become interpretation teachers for which extra salary may be received. In order to provide security for teachers who can not meet the normal teaching situation, two positions are available, special service teacher and assistant teacher. They receive minimum salaries but do not perform regular teaching duties.

Salaries are determined by two factors, a basic salary called "b" and increments called "i." The basic salary represents the minimum cost of living of teachers, and at the present time it is $1,450. Beyond the basic salary teachers receive a certain number of increments depending upon their training, experience and position. At the present time an increment is equivalent to $4.50. The amount of increment, however, depends upon the ability of the district to pay.

Thus we have a salary policy which is fair in that it guarantees to all teachers a minimum standard of living, "the basic salary," and pays them in addition to this as much as the district can afford to pay in the form of increments.

The salary policy has had a tremendous effect in the stimulation of teacher growth. More teachers than ever before have attended universities, traveled, attended lecture and opera series or made other contributions to the educational program in the form of special positions.

The Inglewood salary policy has received national recognition for an outstanding plan of remunerating teachers. Although it has been in effect for three years, requests for copies of the policy are still being received, and copies have been sent in this period to communities in nearly one half of the states in the union. Several school districts have modeled their salary policy after the Inglewood plan, and those associated with the Inglewood City Schools are justly proud of the contribution it has made to the problem of remunerating teachers.

Frank E. Anderson is president of the Inglewood (Elementary) Board of Education. Other members are Mrs. Ruth Blanchard, secretary, I. M. Jonathan, Lester O. Luce and John Gray Ross.

PLEASE ASK YOUR LEGISLATORS TO APPROVE AB 2713.

AB 2713 (Garland). This proposal adds a new Article to the School Code to be known as Article 10, and permits the payment of traveling expenses for school trustees in the attendance of certain statewide educational conventions.

The present law permits the payment of traveling expenses of school trustees only when THIRTY TEACHERS are employed in the district. This automatically deprives many trustees of any opportunity to acquaint themselves with educational developments, or to attend school conferences to which they may legally send their own administrators.

Book Reviews

From Ginn and Company.

SEVENTY YEARS OF TEXTBOOK PUBLISHING, by Thomas Bonaventure Lawler. Price, $3.00. As a delightful way of reviewing the history of education in the United States, this anniversary volume, written by one of the Ginn and Company partners, is recommended reading. For this book is more than the story of a great publishing house. Ginn and Company for more than seventy years has been in the schoolbook business. It has specialized in the school field. Under highly intelligent leadership it has maintained a close touch with the forward movement of education in order to provide the materials to sustain progressive ideas and methods of teaching. It has indeed done more than follow the trends of leadership. In some instances the company has itself provided leadership by publishing books which were in the beginning pioneering experiments but which in time influenced and modified educational theory and practice.

So this volume, pleasantly reminiscent in tone, brings into review personalities whose contributions really form a summary of our educational advance through seventy years. The short but informing sketches include editors of the company and their most distinguished authors.

Among the latter are: the outstanding classical trio, James B. Greenough, George Lyman Kittredge, William Watson Goodwin; Alexis Everett Frye, the geographer; Wentworth and Smith in the field of mathematics; Harold Rugg, pioneer in the social studies fusion movement; Millikan, McPherson and Henderson, the scientists. These are only a few of the names which have made history not only for Ginn and Company but for American education as well.

From the Benj. H. Sanborn Company

FUN FOR YOU, by Marjorie Pratt and Mary Meighen. Price, $.60. Eleven episodes, full of the humor that children love, are presented through attractive pictures of the offset variety and brief rhythmic phrases. Each episode is introduced by a picture which the children discuss, speculating as to the action likely to occur on the next page. The children guess what new characters are to be introduced, what the outcome will be, and in each episode are delighted with a humorous surprise. There are sixty-one basic words found in primer and pre-primer word lists.

READ ANOTHER STORY, by Marjorie Pratt and Mary Meighen. Price, $.68. A supplementary reader with stories selected for first grade children who have acquired a basic sight vocabulary. Ninety per cent of the 172 basic words in the vocabulary are found in the Stone list. The stories are of the imaginative and folk lore type. There are fifty-three colored pictures and forty-two black and white illustrations.

From the L. W. Singer Company.

WE SEE, a pre-primer. Price: paper-covered, $.20; cloth-covered, $.48.

SUNSHINE AND RAIN, a primer. Price: paper-covered, $.48; cloth-covered, $.60.

THROUGH THE YEAR, Book One. Price, $.72.

WINTER COMES AND GOES, Book Two. Price $.72.

WINTER COMES AND GOES, Book Two. Price $.84.

THE SEASONS PASS, Book Three. Price, $.96.

The above titles comprise *The Scientific Living Series,* elementary science readers. Aptly called "The How and Why Science Books," these stories present through vividly narrated experiences of boys and girls explanations of the many interesting things in the life of plants, flowers, trees, birds, animals, in atmospheric changes, and in the simpler aspects of mechanics and chemistry. The abundant color illustrations are strikingly beautiful as well as scientifically accurate.

From the Gregg Publishing Company.

PROBLEMS IN ECONOMIC GEOGRAPHY, by Douglas C. Ridgley and Sidney E. Ekblaw. 203 pages. List price, $1.00. A correlated work book for use with the secondary school text, "Influence of Geography on our Economic Life," by the same authors. 277 exercises (some optional) arranged in pad form with perforated pages. Replete with maps, charts, and graphs. Blank lines for answers minimize the time required for student writing.

ORNAMENTAL TYPEWRITING, by George A. Flanagan. 113 pages. List price, $1.00. A supplementary typing text that contains principles, rules, and hundreds of examples of ornamental typing. Gives full details of working out each design. Emphasizes typed borders. Develops a sense of neatness, balance, and beauty —the artistic side of typing.

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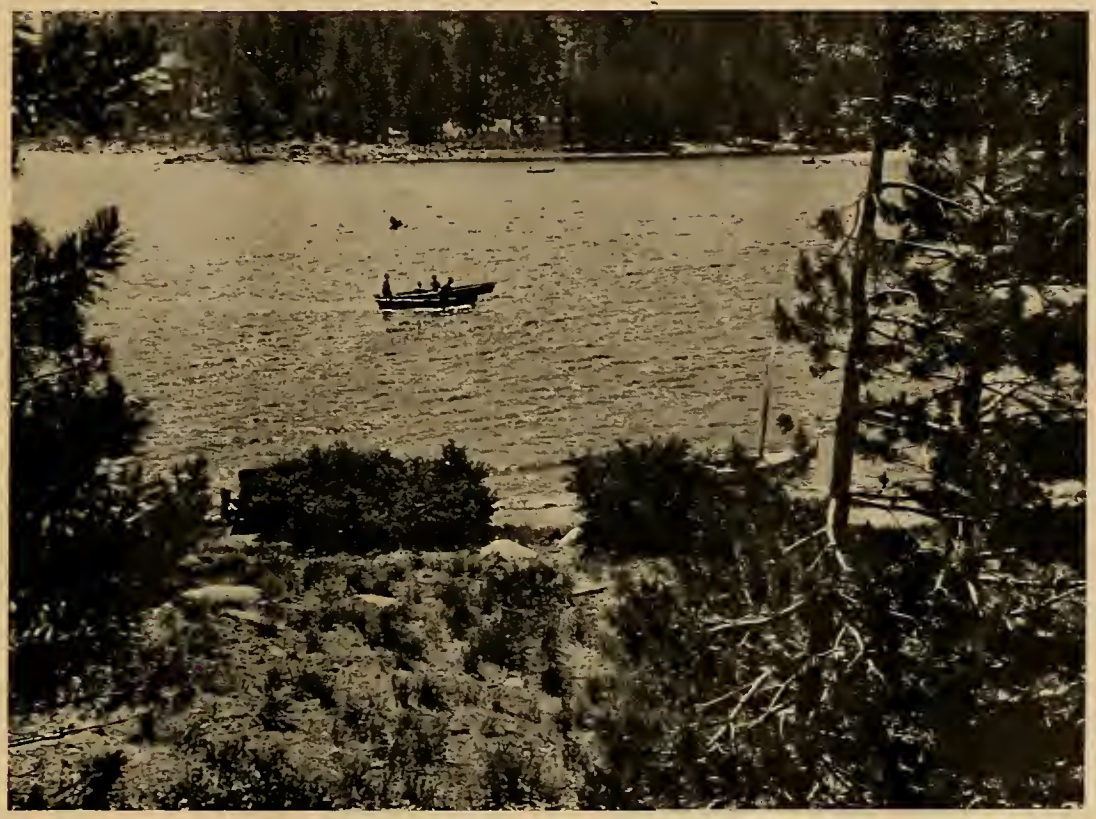

View of Huntington Lake, from near the Sierra Summer School of the Fresno State College

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Section Secretaries

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200 Continental Building
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Los Angeles

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Jottings of a Traveling Bookman

By W. M. CULP

New York City is all set for the opening of the World's Fair April 30, 1939. The mud flats have been filled in, the stadiums have been built, exhibit halls have been filled, the World of Tomorrow is ready to be viewed by the millions of expected visitors. One hundred and fifty years ago this same New York City had 30.000 inhabitants. Its multitudes now number between seven and eight millions. Then the town was located in lower Manhattan, now the city of Greater New York sweeps over five great boroughs. Then one-third of the 1500 homes were still in ruins as a result of the great fire of 1776. Now the canyon miles of apartment houses seem never to end. Then Flushing Swamps, now the site of the New York World's Fair, was out in the wilderness on Long Island. Now it is just a few minutes distant by subway or bus or automobile.

The inauguration of the first President of the United States took place April 30, 1789, on the balcony of the Federal Building, approximately where the statue of George Washington now rests on the steps of the Subtreasury Building at Broad and Wall Streets. It was a momentous event, postponed for several weeks because of the delay in the finishing of the Federal Building and because of the slow arrival of the members of both houses on account of travel difficulties in those days.

It is for the historians to contrast those times and these. The World of the Past and the World of Tomorrow meet here in New York City. And in 1939 difficulties that beset a new nation in 1789 are still rampant. Then it was a question whether a new order might survive. Now after a hundred and fifty years an order that did survive is being questioned on platform, pulpit and street corner. What did build a nation has been decried and besmirched. Only in recent months has there been a rising tide of protest, a desire to get back to fundamentals, showing in a restatement of the American Way of Life.

New York City is awaiting the coming of hordes of visitors with lively anticipation. The city has had hard going these past few years—city of skyscrapers, many only partly filled, with great hotels capable of handling more than a million visitors daily bankrupt or on the verge of bankruptcy, the one city in the United States that caters to the spoken drama with only a third of its legitimate theaters open. It is the World's Fair which gives the expectation that New York City will come back to its heyday. Hotel tariffs are being revised upward with the lively expectation that deficits of years may be wiped out. Greenwich Village is organizing to attract visitors to its night spots where a rendezvous with frivolity was synonymous with the bright lights, or was it torches of Babylon? Uptown the bistros of 52nd Street will beckon to those of opulence. The great stores are anticipating heavy patronage. Even the Fair expects the visitors to pass some time within its grounds.

Educationally the New York World's Fair should do much to aid both adults and the youth of the land in an appreciation of the things that are theirs to enjoy providing they make the effort to acquire them. Low price student tickets should give the million and a quarter pupils of the New York City schools an opportunity to vision the magnificence of the future and perhaps broaden their understanding of the world in which they live. There is no person so narrow and oblivious to the great world outside as a typical New Yorker. The World's Fair might do some good.

Walter Lippman in one of his columns recently stated something that could be posted with good effect in front of our educators, who think that in the study of the social sciences of the present is to be found the panacea of all life. Mr. Lippman wrote: "One of the disadvantages of an education that is almost wholly concerned with current events and contemporary ideas is that it takes so long to rediscover truths that were once known and have since been forgotten."

The divergence of opinion between those educators calling themselves "Progressives" and that group for the lack of a better name termed "Essentialists" is becoming more distinguishable. The waters of controversy are becoming somewhat more than tepid, and the Progressives who have been having a field day with their suppositions for some time have now to face a critical analysis of the results achieved. The "Essentialists" are coming to the fore with their insistence that the systems of training which have brought the world to its present state of civilization had needed qualities of discipline that are lacking in the progressive school. With extremists on both sides it is for the middle-of-the-road educator to accept the best of both schools and to mold it into current educational practice.

Mr. John Bakeless, former editor of *The Forum*, now a writer and lecturer at the New York University School of Journalism, at a recent meeting in New York City had this to say: Progressive education is a "fraud debauching the minds of the young, more fatal than a dose of poison, a menace to the literacy of the nation and an irresponsible experimental

theory which treats children like guinea pigs." The child's interests rather than the child's needs dictate subject matter in progressive education, Mr. Bakeless said, adding that education which avoids anything disagreeable produces students who cannot hold jobs and, in the case of progressive colleges for girls, produces nothing but "good wives for millionaires." At the same meeting progressive educator Mr. Asa Tenney of the Dalton School, New York City, said he taught his students "not to generalize and make unsupported statements" such as Mr. Bakeless had uttered. And Mrs. Dorothy Wilmotte, head of the senior high school at the Dalton School, conceded that experimentation had a part in progressive education, but asserted that the process was necessary to evolve a better world. "I can't feel too sorry about a few children being used as guinea pigs if it's going to make the world better in the end," she said. As a comeback Mr. Bakeless charged that a child could not think critically until he had a store of information and that progressive schools offered no such store. Mrs. Wilmotte defended Dalton School as one progressive education institution that offered grammar, languages and the science subjects which Mr. Bakeless said the progressive schools ignored because children did not like them.

Commentators on the educational scene of recent times, especially in the eastern states, have been noticing a decided trend back toward the study of the classics. There has been a rise of ten per cent in the number of pupils taking up Latin in the high schools. And in the colleges there has been a revival in the study of Greek and Latin and an increasing interest in religion and tolerance. The old idea that an educated man is one who has a knowledge of the cultures of the past as they integrate into present day living is not outmoded. The cry of business lately has been for men who have been broadly educated. Business itself feels that it can adapt a well-educated individual to the exigencies of its own particular needs.

Along this line Dr. Caspar J. Kraemer, Jr., Professor of Classics and chairman of the Classics Department, New York University, recently commented on the increasing signs of a reaction against "overemphasis of the progressive movement in education" and a turning again toward the more classical forms of education. Dr. Kraemer believes that both unwary parents and apprehensive teachers have too uncritically welcomed promises of individual attention, personalized curricula, adaptation of the subject to the child. They have too easily accepted statements regarding the harmful effects of discipline on character, even though they know from personal experience that discipline is an indispensable part of the whole educative process, whether it be in football, in etiquette, in mathematics, science, or art. He says: "The recent tendency has been to drag down the standards evolved after long generations of thoughtful experience and to eliminate those elements of the old education which large groups of young people heretofore have been unable to assimilate." He calls for an evaluation of present day experimentation along the lines advocated by the "Essentialist" group as a means of eradicating experimentation in the dark.

* * *

And from Northwestern University we have this positive reactionary heresy, a suggestion for the return of corporal school punishment. Dr. Whit Brogan, Professor of Education at that institution, is quoted as stating that modern "psychological punishments" are far more harmful than the long out-moded hickory stick. He says: "An old-fashioned spanking which closes the incident is far less harmful to the child than constant psychological hammering." He advocates a sweeping revision of attitudes toward character education in schools, suggesting that such psychological punishments as "nagging, ridicule and isolation of culprits" could well be abandoned.

* * *

Jersey City, New Jersey, has been in the newspapers and periodicals much of late on account of Mayor Hague's difficulties with those outsiders who would like to tell the mayor and the business men and citizens how they should run their own affairs. In spite of the things written the citizens of Jersey City are satisfied with their city's government, the workers are satisfied as they have jobs, and the business men are satisfied because business is booming. This in a country where business is abnormally slack. There must be a reason for it.

In the schools of Jersey City we have the same feeling of satisfaction. Superintendent James A. Nugent runs a sane educational school system with no political interference. He is surrounded by an excellent group of educators. Dr. James C. Reynolds, assistant superintendent of schools in charge of educational practices, has liberalized his procedures with moderation. With teachers and principals and assistants among the highest paid personnel in the United States, he has been able to secure good teaching and guidance. For instance, school No. 37, an eight-year school of which Mr. Isaac A. Serven is principal, is typical of the schools in Jersey City. Mr. Serven is a member of an old New Jersey family whose roots go back to the period of the Revolution. He runs a school that holds to fundamentals, with progress in them checked by frequent tests. His students as they go on to high school are ranked among the best students in their classes because of their thorough preparation. A departure this past year has been the collection of materials for a museum in the school. With the aid of Miss Augusta Funston, his assistant principal, Mr. Serven has made a most excellent start of gathering materials that will be of use in the study of the social sciences and the sciences. They are most artistically displayed. What is to the point though is that the museum is in charge of an attendant, and each class in the school has a scheduled period of study in the museum. This integration has highly increased the interest in the study of history, geography, and the sciences.

The first state normal school in the United States was established a hundred years ago. This institution organized for the purpose of qualifying teachers for the common schools was at Framingham, Massachusetts, now known as the State Teachers College at Framingham.

The State Board of Regents of New York State has just passed a ruling that after January 1, 1943, all teachers appointed to jobs in the secondary schools of New York State will be required to have completed five years of college preparation and to hold a master's degree or its equivalent. This will not affect New York City as for two years the New York City Board of Education has required five years of college training before appointment to secondary schools in the city.

Western School News

Edited by MORRIS WAGNER

FIRST STATE-WIDE CONFERENCE OF ELEMENTARY PRINCIPALS

Seven hundred and fifty members of the California Elementary School Principals' Association met in Oakland, April 2-5, for the Association's first state-wide conference called by the State Superintendent of Public Instruction, Dr. Walter F. Dexter. The Conference was held in conjunction with the

Gertrude G. Howard

Annual Council Meeting of the Elementary School Principals' Association and the Annual Meeting of the Northern California Council for Exceptional Children.

The State Department of Education had for some time wished to bring together all elementary school principals and district superintendents in California for the consideration of professional problems. Secondary principals have long enjoyed the privilege of an annual conference, but ever since its organization eleven years ago, with Dr. Aymer Hamilton as first president, the Elementary School Principals' Association has met chiefly in separate sections, Bay, Central, Central Coast, Northern, North Coast and Southern. State-wide communication of members has been through the Annual Council Meeting of the Association's officers. In recent years, however, the State Department of Education had paved the way for this first state-wide conference by calling meetings of the various sections for the consideration of a single subject of general interest, as, for example, conservation.

To encourage attendance at the first state-wide conference Dr. Walter F. Dexter sent letters to the local school boards calling their attention to Section 5.532 of the School Code of California which authorizes boards of school trustees to pay expenses of principals attending a conference called by the State Superintendent of Public Instruction. A good half of the boards took advantage of this provision in sending principals to the conference. Others would have been glad to if they had known of the conference far enough in advance to make allowance for it in their budgets. Another inducement to principals to attend the conference was its proximity to the Golden Gate International Exposition. The annual Council Meeting of the Association was held in the Conference Room of Pacific House on Treasure Island itself.

The first state-wide conference of elementary principals is a landmark both for the principals themselves and for progressive education. For elementary principals and progressive education have grown up together. It is the growth of progressive education with its emphasis on elementary education that has changed the status of the elementary principal from that of mere "head teacher" to that of "professional leader." Secondary principals have hitherto been the professional leaders and until recently the higher levels of education could dictate to the lower levels. Now the converse is likely to be true. The elementary principal has come into his own as the first person in contact with children and parents.

The period in which awareness of the elementary principal's responsibility in educational leadership has been growing has corresponded almost exactly to the period in which Helen Heffernan has been Chief of the Division of Elementary Education. Mrs Gertrude Howard, President of the Elementary Principals' Association, says, "Miss Heffernan is to be highly commended as the leader who, perhaps more than any other one person, has encouraged the growth of a progressive philosophy of education." The gradual spread of this philosophy has resulted in the active organization of elementary principals with a new appreciation of their responsibility.

Highlights of the General Sessions

The most impressive thing about participants in the conference program was the sureness of their grasp upon the functions of a modern program of education. It is not difficult to give glib lip service to "Education is life; education is growth; education is a social process" etc., but to effect the transition from theory to practice in the hundreds of meaningful details that fill a single school day is an awesome task. Small

Fredric B. Zimmerman

wonder that "teacher improvement" is one of the current demands in education. The modern teacher is required to be a many-faceted person indeed, and most of all he must be a psychologist, for as Elsie Toles, of San Jose State College, said in her conference address: "The new philosophy involves everything from the kind of furniture we have to the change of tone and expression on the faces of children and teachers." The range of this philosophy was evident in the many conference speeches which were packed with incident and concrete example taken from the everyday life of the classroom. All of the conference participants were, as Mrs. Gertrude Howard said wryly, "almost adolescent in their enthusiasm."

The following briefs of presentations at general sessions of the conference illustrate themes which were dominant.

HELEN HEFFERNAN, *The Influence of Scholastic Success and Failure Upon Developing Personality*: The most significant development in the schools within the last fourteen years has been the changed attitude toward

children, the recognition that children are people. The theory of rigid grade standards has retained the child in a particular grade until the teacher has felt him ready for the next. Today educational adjustment to individual needs is the philosophy which obtains. How a child feels about himself is tremendously important; a strong impetus to success is one's own belief in self. Subjects are now put at levels where children have sufficient maturity to succeed in them. You may ask: does not failure come in life? To be sure, recurrently. But the harmful type of failure for a child is that in which he can not see cause and effect. The child can not see the cause and effect relationship in non-promotion. Establishment of the "habit" and "attitude" of failure is the most tragic thing that can happen to a child.

Noel Keyes, University of California, *The Gifted Child*: The gifted child should not have to conform to patterns set for average children. The "leader" type usually has an I. Q. of 120-125; above this level capacity for leadership does not increase, for the brighter persons come to be out of touch with those below them. Very few statesmen have I. Q.'s higher than 125. Why spoil a potential Darwin, Edison, Pasteur or Dorothy Thompson to make an indifferent cheer leader or mediocre politician? The work that gifted children do should be challenging to their interest and conforming to their abilities. Unusually active minds should not be regimented to the lock step order of American education.

Paul R. Hanna, Stanford University, *Meeting the Social Needs of the Times Through the Curriculum*: Democracy will work only if it can achieve food, clothing, shelter, health, education, and the satisfaction of physical and spiritual needs, for all. Elementary education should give children an understanding of the part which science plays in modern life and of the abundant life possible if we organize intelligently the four fundamentals: natural resources, productive equipment, human ingenuity, and institutional arrangements for the manipulation of the foregoing. Children should be given a sympathetic understanding of the plight of minority groups in our country. Co-operative action in the classroom will build toward this understanding. A fundamental need of modern education is teacher improvement. The teachers themselves must grasp the basic facts of the culture in which they live in order to give children a positive dynamic picture of what life could be.

Elsie Toles, San Jose State College, *The Principal's Responsibility for the Functioning of a Modern Curriculum*: The principal himself must first of all be "converted" to the modern point of view, for in many a case it really amounts to "conversion." The principal is often so submerged in details that he has no time or inclination for supervision. But the first-rate principal really should be a first-rate teacher. While his time may be somewhat occupied hy the furnace, supplies, and bookmen, he should see to it that he is not neglecting his supervisory functions. If necessary he should keep a log in order to check up on himself and to designate definite hours for administrative and supervisory activities.

Newly Elected Officers

State officers of the California Elementary School Principals' Association for 1939-1940 are: President, Fredric B. Zimmerman, Principal, Stonehurst Elementary School, Oakland, and Vice-President of the Association in 1938-1939: Vice-President, Alton Scott, District Superintendent and Elementary Principal, San Juan Bautista: Secretary, Mrs. Howardine Hoffman, Supervising Principal, Chino Elementary Schools; Treasurer, Gerald Jacobus, Principal, Lincoln Elementary School, Hanford. Directors of the Association are: Mrs. Gertrude G. Howard, Principal, George W. Crozier Intermediate School, Inglewood, and 1938-1939 President of the Association; Lawrence Curtis, District Superintendent, Jefferson Union Elementary School, Santa Clara; J. David Laird, Supervising Principal, Washington Junior High School, Bakersfield; E. J. Spiering, Principal, Ferndale Elementary School, Ferndale.

SECONDARY PRINCIPALS MEET

By Charles L. Geer

The annual conference of California Secondary School Principals was held in San Francisco April 3-5. There was a pre-conference meet all day Sunday, April 2, of the State Representative Council. George Badura of Fortuna, President of the State Representative Council for the last two years, called the Council to order. George has traveled approximately 50,000 miles during the past two years from one to another of the twenty-one sections of the state.

The State Representative Council, which acts as nominating committee for the high school principals, nominated officers for the coming year: President, Arnold A. Bowhay, Beverly Hills High School: Vice President, Earl E. Crawford, Principal Napa High School; Secretary-Treasurer, Harry G. Hansell, Principal, San Francisco Continuation School. Harry has held this job since the Council was formed. Fred Ellis of Stockton High School was nominated as member of the State Board.

The general session opened Monday morning with speeches from Dr. Walter Dexter and Dr. Aurelia Reinhardt. Dr. Dexter said: "Between 1910 and 1920 we educators did our best to take the idea of the soul away. Then we found that scientists were working just as hard to put it back. In everyone there is an inescapable desire to know the truth. The challenge of education today is to see that people and institutions are free from prejudices of race, color or tradition."

Dr. Reinhardt, who did not mention Hitler and Mussolini by name but described them so well the audience had no doubt as to whom she meant, said: "I think of them as rather childish. Tyrannies are always short-lived as history shows. But there is a danger in them, for you cannot alter your form of government without altering your form of education."

C. Harold Caulfield, President, San Francisco Board of Education, presided over the session. Mr. Caulfield introduced Joseph P. Nourse, San Francisco Superintendent of Schools, who welcomed us with a few gracious words. San Francisco has a reputation as a host. Both Caulfield and Nourse have the proper idea that introductions should be gracious, piquant, and brief.

The California Teachers Association State Council met at the Palace Hotel, San Francisco, April 8. President John Sexson was ill, so John F. Brady of San Francisco presided in his place. At the close of the meeting John Brady was elected as President of C. T. A. for the coming year. The C. T. A. has been particularly fortunate in its leadership: Mark Kepple of Los Angeles, Joe Quinn of San Francisco, Willard Givens of Oakland, John Sexson of Pasadena and now John Brady of San Francisco.

Roy Cloud has just completed his third term or twelve years as Secretary of C. T. A. He now begins his fourth four-year term. Roy Cloud is a power for the school teachers of California at Sacramento. I once asked a State Senator what he thought of Roy Cloud: "I like him." "Why?" "Because he always sees our point of view."

Helen Jewett Rogers is a new staff member in the Department of Secondary Curriculum in Los Angeles City Schools. She entered the Department in January to work in supervision of the junior high school social living program.

Miss Rogers was formerly a teacher at the Edison Junior High School and has taught in the Los Angeles system in the junior high school field for the past eleven years. She came to California from the middle west as a young girl, en-

tering the University of California at Berkeley where she received her B. A. degree and later an M. A. degree at the same institution. She is now well along in her work toward a doctorate at the University of Southern California.

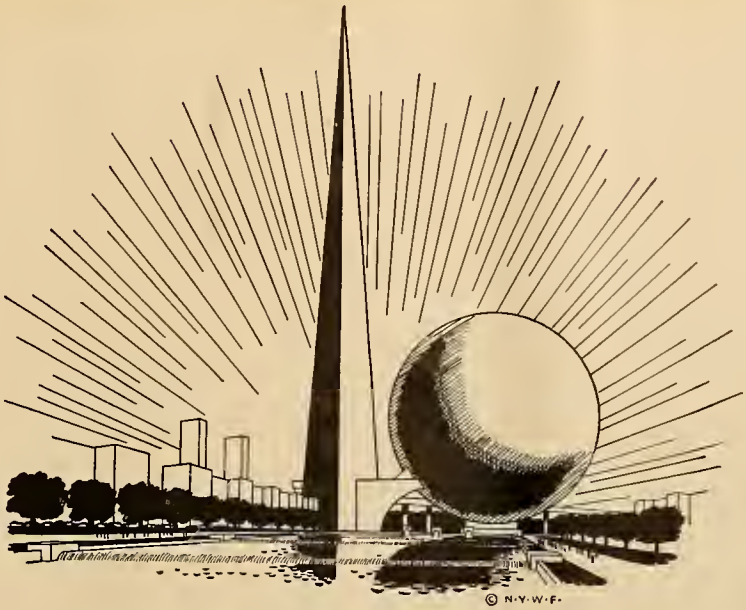
Mrs. Claudia Brett, Assistant Supervisor of Elementary Curriculum, will teach at the Santa Barbara State College this summer. She will instruct classes in elementary curriculum construction for intermediate grades. In connection with the curriculum study, she will supervise demonstration classes.

Gertrud Miller Addison, in charge of Language Arts of the Secondary Curriculum Section of the Los Angeles City Schools, is to spend the month of April traveling and visiting schools in Portland, Denver, Chicago and New York City. She is taking this trip through a travel fellowship from the Progressive Education Association. This travel fellowship is offered as preparation for classes she will conduct in the Summer Workshop at Claremont Colleges in the field of "Literature in the Secondary Curriculum."

Mrs. Addison has been associated with the Los Angeles City Schools for fifteen years; the past three years she has spent in curriculum work. She came to California from the University of Michigan and holds a Master of Arts degree from that institution in the field of English.

Summer workshops throughout the country are established to provide opportunity for experienced teachers, administrators, and counselors in secondary schools to come together for special assistance in the study of educational problems and in the development of instructional plans and materials. The workshops contribute most to those who come to devote the entire summer period to the investigation of specific interests and problems.

California has two workshops, the one at Claremont Colleges and one at Stanford. The Stanford Workshop is planned primarily for those who wish to work in the field of evaluation. Other workshops are at the University of Chicago, the Colorado State College of Education, the University of Denver, Northwestern University, Ohio State University, Reed College, Syracuse University, and Teachers College, Columbia University.



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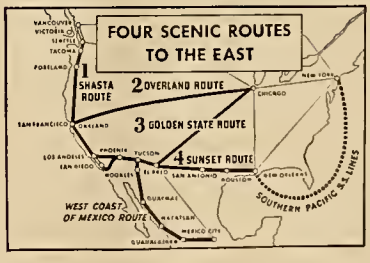

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But until that important point is assured the WESTERN JOURNAL OF EDUCATION once more calls the roll of California summer sessions. This year we have in mind especially our eastern readers. Yes, our JOURNAL goes east in no small numbers. Do not the eastern schools look to California for leadership in many phases of the educational trek?

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Mills College, in the foothills east of Oakland, limits its summer session to the fields of education and the fine arts. Their program is all the more distinguished for this limitation. The summer session is open both to men and women.

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Children and the Summer Schools

At the University in Berkeley the California State Department of Education again co-operates to conduct for the third session the Demonstration School which has established itself as an outstanding laboratory for teachers and a coveted experience for children enrolled. All of the seven state colleges, the University of California at Los Angeles and the University of Southern California, offer a summer session specially planned for the needs of in-service teachers and on each campus a demonstration school serves the needs of education students and of children of visiting enrollees.

Teachers planning for a summer at Stanford, if there are children to be considered, will be interested in the opportunity to give their children the valuable experience of sharing in the summer workshop of the Children's Community Theater. Classes in handcrafts and supervised sports supplement the work of play production.

Travel

In the light of world events during this current school year, it is obvious that one of the greatest tasks of American schools for the immediate future is to be the strengthening of the ties binding the American Republics. Certainly all teachers, whatever may be the special field in which they work, need to broaden their knowledge of our Latin allies in the Western Hemisphere.

On another page we have a few preliminary notes from two valiant educators who are already engaged in learning more about South America. We hope the notes will expand to be a serial!

Not many of us, however, will have the privilege of a year's travel south of the isthmus. But Mexico is our next door neighbor. Among the Latin-American nations Mexico is in some ways distinct and like none of the others. But in most respects it shares in the history,

the culture and the problems that make the background of contemporary life in the Latin republics. Teachers from our schools should feel it almost a duty to know our neighbor as well as we can, not only for herself but also for the insight we can gain into that great continent south of us through our better understanding of our close neighbor.

Interesting social experiments are going on today in Mexico, but an immensely interesting culture of four hundred years still underlies the radical contemporary experiments. The wise visitor will need all the help available to grasp the realities back of the surface conflicts of the Mexican scene. Tourists are enthusiastically "routed" by the travel bureaus which reflect the ideologies of the government. Hotels are so anxious to conform to northern tastes and habits that to a great extent they have lost the authentic Mexican character. Lucky the tourist who can somehow contact the true Mexico, the Mexico that still keeps the foundation of the old culture upon which to build for a new and happier day.

But wherever you spend the summer weeks the JOURNAL hopes you will not forget us and that September will find on the editor's desk a harvest of reports from teachers, western and eastern, to tell us what *did* you do this summer? Then we shall be assured an interesting number to open the new school year.

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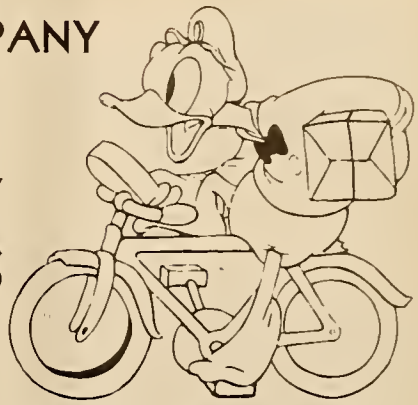

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DR. MARTIN TOURS SOUTH AMERICA

One California educator at least has taken action to carry out the program bequeathed to schools by the Lima Conference. Dr. Lillien J. Martin and her collaborator Clare deGruchy left San Francisco in February for a trip to South America. Their program was not cut and dried. No planned tour determined dates or routes. They are going to "take their time." They are going to travel wherever it seems most interesting and rewarding, from point to point, deciding their itinerary as they go. Their primary object is to have a good time; secondary, to do their bit toward enlarging our understanding of the southern republics and strengthening the educational ties between us and them.

Lillien J. Martin

It is one of the most gallant and heartening adventure stories that has come our way in a blue moon. All the world knows the great adventure of Dr. Martin's life: how Stanford University retired her, a professor of psychology, to emeritus standing at the age of sixty-five; how she opened an office and clinic in San Francisco and in her "retirement" years blazed splendid trails in the field of mental health for little children and the aged maladjusted; wrote six successful books; learned to drive a car at seventy-six, and pioneered over the new highway to Mexico; took a trip around the world; bought a ranch *and made it pay!* Emeritus indeed!

Now, at the age of eighty-seven, with all the zest of eager youth, she is off to a new adventure, one that might well give pause even to youth itself. For touring South America, in the way that she and Clare deGruchy plan to do it, is no luxury trip, defended from the danger and discomfort of primitive lands. Far otherwise!

Before they left we were talking to Mrs. deGruchy, and casual mention was made of airplane hops that literally took our breath away. "But those flights, over the Andes—do you realize what altitudes they mean? We hope you both have hearts of more than average stoutness!"

"We haven't, either of us! I've remonstrated with Dr. Martin about the airplane plans. She only said, 'Well, we'll take a trained nurse with us. If you're scared, we'll take a doctor. If you really insist we'll take an undertaker along. But we're going to use the planes!' "

Already the first reports of the trip come trickling back to San Francisco. Through the courtesy of Mrs. Treadwell, Mrs. deGruchy's daughter, we have had the fun of reading the letters that tell of the early stages, by Danish motor ship to Panama, on through the Canal, and by an ancient local steamer, swarming with native life, to Cartagena. This is no luxury trip. These ladies mean business. They mean to see the land as it is for the native, not for the tourist.

From Cartagena to Barranquilla, and from Barranquilla a seven day trip up the Magdalena River. A leisurely river boat, stopping for hours at every dock that promised local freight, seems to have offered all too realistically an experience of native tropical life. We read of glorious jungle growth, of alligators, parrots, monkeys, and natives, ashore and aboard. Our own private memories, seldom publicly expressed, of primitive tropical table fare, make us marvel at the reticence of these two stout travelers, and cause us to hope that their digestive machinery promises better performance under strain than their hearts!

The last entry is from Ibaque at the head of navigation. Equador is next. By plane? By motor? No announcement.

We shall haunt Mrs. Treadwell's doorstep for the next installment. We'll feel a lot happier when those valiant ladies get out of the great tropical valley and up into healthier altitudes.

We promise a further report in September.

HEADING SOUTH

By Robert E. Keys
Associate Professor of Dentistry, University of California

Vacation is a time for new contacts, for the stimulus of new group experiences in work or recreation. But sometimes to resourceful folk vacation may be a time for solitude, for recuperation from too much group life during the strenuous school term. We have the record of a very tired faculty member who chose solitary adventure, a cross continent drive, which had unexpected termination and a characteristic sequel.

April 4. My vacation begins. If it is clear tomorrow I'll stay home and bring the garden up to form. If it rains, I'll head south.

It rained. At one p. m. I rolled out and headed south. Maybe a sanatorium would be a better choice. Maybe a nice quiet cell. Or a slough with the bass biting, and no one else in sight or hearing. But I'm on my way, out by the new low level tunnel and the road through the hills.

First warning for careful driving. A car in the ditch on the wrong side of the road. A tow car at work.

A strange illusion that the roadway is green asphalt. I discover this is the reflection of the green hillsides on the wet pavement. The color changes to red when I pass through a red rock cut, to grey in the clay cuts.

I wonder why we are always running away long distances to see nature's beauties? Is it that we just want to see new ones to brag about to others who have not been where we have been? Or are we trying to get away from ourselves, to get some new aspects of life? The beauty of the canyon from the tunnel out is as striking as one could find in long travels, particularly in spring, on a rainy day. Trees with many shades of green, against a field of grass. A fruit tree, pure white, standing alone with a red ploughed field as background. Rolling hills, a mosaic of greens, yellow of mustard, brown of new furrows. Then the first lupins, and soon along the roadside two lines of golden poppies.

Shall I turn on the radio? A thousand times NO.

Warning number two. The charred remains of two machines by the side of the road, locked in a fond embrace, like the skeletons of mighty elk who locked horns in battle and died inseparable. A further resolve—I will do no cutting in, I'll even try to do a little careful driving for the other fellow.

Fresno. Six o'clock. Fill the tank! Only eight and a half gallons. Twenty-four miles to the gallon? Some mileage!

On the way to Bakersfield by six a. m. Rained last night, the morning air is fresh and cool. As the road nears the foothills masses of lupin come into sight, deep blue, almost purple, then fields of poppies. On the slopes of the foothills where one could not get an idea of the individual flowers the fields looked as though they had been sprayed by an airplane sprayer, deep blue towards the center of a field and lighter as the number of flowers decreased toward the edges.

Every mile of the way brings to mind trips of other days, flowers, heat, bad roads that are good roads now—all pleasant to remember, even the things that were not well thought of at the time!

The road climbs fast up into the Tehachapi range, through rocky country. From a high turn in the road I look down, and way below a Chinese dragon is snorting into a great hole in the ground, then out, then into another, so that for a moment three sections of the monster are hidden. Fun to have time for a little imagining. The daily grind doesn't give much chance.

Out through the pass, and the desert is in sight. The first Joshua trees appear. The road has been straightened, the sharp curves of other years are reduced. I can let her roll.

Down in the desert. A stiff wind comes up, and with it come the tumble weeds. These grotesque weed balls roll along in the wind until they come up against a fence or a hedge and there they build up in heaps until the wind takes a turn and they start in some other direction. As I came down from the pass I entered the tumble weed zone, and in the dust as they bounded along they took on weird shapes. Down in the field on my right goes one like a giant jack rabbit in a race with an over-sized squirrel. Try as he may the big fellow cannot pass the little one. The movements of the two are quite unlike, just the difference between the gait of the jack and the squirrel.

So on past Barstow and Daggett to the ranch in the desert that is always "home" to me.

Warm sunshine, not too hot. The moon is approaching three quarters. At night the air is so clear I can almost read in the moonlight. The ranch is an oasis. Immense mesquite trees, probably a hundred years old, almost conceal the houses. Tamarisk, bamboo, willow, balm of Gilead, break the desert winds. I am again part of the ranch life. I cut clover for the cow, wood for the stove, and carry water to certain pet pomegranates. I wash dishes. Yesterday I helped with the bees, made "harps" and put in new foundation comb. And I slept. And rested!

The wild flowers of the desert are at their best. Carpets of pale lemon desert dandelions. Two kinds of coriopsis. Desert poppies, less than an inch in height but with perfectly formed blossoms. A flock of birds are busy around the house. Yellow crests and a black choker, light grey under the bodies. Wonder what they are? Yesterday a fish hawk came to visit the lily ponds, stocked with fish.

* * * * *

From the restful desert oasis the rambling diary goes eastward again, the tone calmer and more leisurely as the long road unrolls, glimpses of wayside beauty mingling with pungent pen pictures of wayside life and characters. Arizona, New Mexico, Oklahoma, Arkansas and on to Tennessee. There the story ends, for the time.

A drizzling rain, a crowding car, a clay shoulder. To what avail are good resolutions to "drive carefully, even for the other fellow"? The good little car that did twenty-four miles to a gallon—upside down at the foot of an embankment! The weary teacher, just getting his fresh wind and peace of mind, trussed up in a plaster cast in a wayside village hospital! And there he took the "rest" he had craved, for the remaining weeks of his vacation, at Sardis, Tennessee.

The sequel is the best. Fall term found him back before his classes, fresh and, would you believe it? Rested! Came April third again. A new car rolls out the tunnel road "heading south" and down to the pass that leads eastward.

"I have a date to keep at Sardis. My doctor and nurses are waiting for me, we're going to celebrate the anniversary of my spill. Then I'm going on again, finish the trip I planned, and home in time for fall term. There is nothing like a good long drive, alone, to rest a man!"

The Corner Market

By THELMA A. BARNWELL
Teacher, Selma Olinder School, San Jose

"Um!" begins this unit. And that, we think, is a perfect example of the exuberant progressive approach to education. The teacher seems to have had as much fun as the children. The unit was developed by Group Two in the Demonstration School of San Jose State College during the five-week summer session of 1938. There were thirty-three children in the group, which was of low second grade ability.

Building and painting shelves for the market.

Introduction

Um! Such luscious apricots were ripening on the trees in our valley, as well as figs, peaches, and prunes. Strawberries, fresh green salads, and corn on the cob to eat in the summer. Why, what fun! There was a set-up of these fresh fruits and vegetables right in our schoolroom. A frieze of children actively traipsing to and from markets and large colorful posters of fruit and vegetable stalls further helped initiate our discussion of foods in relation to home and community.

We learned in our initial discussion period that some of the children actually raised a few of these fruits and vegetables in their own backyards. How were we able to enjoy such varied fresh foods when we couldn't raise them all for ourselves? Thus our knowledge expanded from the home garden to large fields of production, to wholesale distribution, then to markets.

Excursions

Our parade of investigators caused no little comment on the busy afternoon we inspected a modern market. Discussion prior to the visit organized our observations so we could gain specific marketing information: general appearance and cleanliness of the market, display methods, shelf and counter arrangements, marking devices and signs, means of food preservation, especially fruits and vegetables, politeness of clerks, business and shopping techniques—and how the awnings worked!

The background of marketing fruits and vegetables was gained from our visit to the wholesale garden where we learned how carefully a gardener must plan and plant so growth will be controlled and maturation continuous. We learned about irrigation and pollinization. Interest ran high as innumerable vegetables were sampled. Due to kindness of the proprietor, whose guests we were, the school bus driver returned us home with well satisfied appetites and a huge pile of garden produce for our own market counters.

Construction

Dan felt we absolutely needed to build a market in our room because he was the best carpenter in his family. We certainly had to work hard to build that market. It was accomplished through the co-operation of these various committees: builders, shelf and counter committee, printers and sign makers, and the groups on refrigeration, money, shopping bags, awning, clerks' aprons, and painting. We had many problems to solve, as described in our *Corner Market News,* a paper which our store published comparable to the *Safeway Family Circle!*

"Several problems had to be met which we thought were hard. Now the roof was the worst. First we tried chicken wire, but the walls were too wobbly to hold it up. The wire was all bumpy. We tried paper, but it hung in loops. Of course our market is large, four yards and six inches long and three yards wide. We made it big so we wouldn't bump into each other as we shopped. Well, that roof. What if it rained? Then our market would be ruined. If we put on a too heavy roof, that would be dangerous. If the roof fell on a customer, that person wouldn't buy in our market again. At last we had an idea. We made a crepe paper roof. You know crepe paper will stretch.

"Our roof is yellow because the inside of our market is yellow. We wanted our market to look sunny. Some people wanted our market red inside. Lenore thought that would look like our market was on fire. Willard said it would look like we sold only dangerous things. We painted the outside of our market white so people could tell it was nice and clean. Then we put our bright colors in the awning, red, yellow, and purple."

The counters and shelves were made of book packing boxes. Sheet aluminum sign holders were used for the shelves. The market itself was rather frail, but the store equipment was solid and substantial.

Visual Aids

One movie on bread and another about sugar proved beneficial. Sets of pictures showing the step-by-step process of canning fruits and vegetables in a California cannery were used because such small children were not allowed to visit a cannery. Many large mounted pictures were utilized to explain processes under discussion.

Realia

In so far as possible real materials and real foods were used. When we discussed dried fruits, we actually had dried fruits which were later displayed in the market. Real fruits and vegetables were chosen that we later used for our culminating luncheon. Much fruit was donated by interested persons.

We had real scales, a toy telephone, a toy cash register, the usual empty cartons, bottom-opened empty cans, and the free samples firms gladly sent on request. We used regular paper bags for the packaged goods which we weighed out previous to the market opening. Sand was our sugar, but most of the things we weighed were real, as potatoes, nuts, and so forth.

Art Experiences

The various means of art expression, that is, color, design, representation, printing, and crafts, were all experienced. Colored chalk and calcimine pictures were made depicting the progress of our various activities, also illustrations for stories and poems. Finger painting delighted us as well. Clay farmers and farm animals grew under our very eyes. Signs were printed for the outside of our market and sale prices made for the various specials. Shelves were labeled. Colorful stippled starch paper made durable shopping bags which were later taken home that we might be more efficient shoppers for mother. Surprise cuts mounted on colored paper formed doilies for our culminating luncheon. Discussion of color combinations was lively when we selected paints for the awning.

Reading Experiences

The first day of summer school two standard reading tests were given so the children could be placed in the group best fitting their ability. Thirty-three children were placed in Group Two, approximately low second grade level. These children were again grouped in the room for drill reading. There happened to be three groups. Some individual children had remedial reading at a separate time. All available market stories and ones pertaining to this subject were perused. Other stories were read just for fun, and some for audience reading. An attractive library corner with barrel chairs, display and beauty tables, and bookshelves containing some 250 books, was much used for research and pleasure reading.

Arithmetic Experiences

Incidental arithmetic made us much wiser individuals at the end of our five weeks together. Weighing out our one and two pound sacks of sugar (sand) and weighing our other vegetables and foods sold by the pound was a source of delight. What accuracy we needed for measuring our 1″x3″ foundation, our lath beams and braces, our paper walls, our awning, our signs, etc.! Of course we needed milk for our refrigerator. All stores should carry milk which is so good for boys and girls. Quarts, pints, and half pints thus were introduced. Money value in counting the money we brought for our own milk and orange juice had to be counted. Many, many pennies, nickels, dimes, quarters, half-dollars, and dollars had to be made by our money committee for the market. What good would the cash register be without money, and how can one buy food without paying for it? Changing money seemed easy for some of the storekeepers in our dramatic play. Others had difficulty but sold food nevertheless.

Language Experiences

Stories told and read seemed to hold the children entranced. There was more fun in an impromptu choosing of characters, dramatization of the story, and an evaluation of our efforts. Dramatic play in the completed market furnished much opportunity for expression. Telephoning orders to the marketman offered no end of conversational practice. Group discussion periods were the source of sharing much information, as were the committee reports on progress made in our work periods. Thinking problems through clearly was one of our tasks. We also tried for good, clear expression of our thoughts in sentences, thinking what we wished to say before we talked. Thus we didn't need to use so many "ands." Inviting other summer school groups to our market opening gave us poise in speaking before different audiences. Expressions of appreciation for fruits and vegetables and market produce reminded us of politeness and further trained us to express ourselves with ease. We invited the other school groups to co-operate with us in printing our *Corner Market News*. Each group sent us one article about their unit. The several pages we had in the paper for our own group were co-operative stories. This paper was issued to all the summer school children in remembrance of a happy time together.

Weighing fruits, vegetables and sugar.

Other Subjects

In music songs were chosen which we could use for our culmination. Tone work emphasized playing market man, etc. Some attempt was made at rote work, note reading, creative work, and song dramatization.

A splendid opportunity offered itself in this unit for teaching and emphasizing health. Eating lots of green vegetables and cooked vegetables, the importance of much fruit in the diet of a growing child, regular food habits, eating candy only in small portions and after meals, the value of milk and fruit juices, and many more things were stressed.

We had to talk quite a bit about carefulness in crossing streets because our first excursion was a walking trip which crossed a very busy arterial street with light signals. Many pertinent safety facts were discussed for this trip. Then for our bus ride we needed to remember to sit down in the seat while riding, to be careful about getting on and off the bus, and about keeping with the group while exploring the garden. Not one person fell in the irrigation ditch, and we all carefully wiped the mud off our shoes when we wearily came back to climb on the bus for the homeward trip.

Culmination

The last morning of the summer session we prepared and ate a luncheon. The healthful menu included grated vegetable salad with fruit juice dressing, crackers spread with cheese, milk, cookies and nuts, and watermelon. We had paper plates, handmade doilies and napkins, and paper table cloths (wrapping paper). You see, we were afraid even with our company manners we might spill some of that watermelon juice on those lovely tables of ours. As we had been stresing manners so much, we couldn't be so impolite as to eat in front of all our participators and observers, so we served watermelon to all, adults and children alike. Singing our songs and listening to a few remarks by our chairmen made a pleasant program for our last hour in summer school.

Library News

Edited by MABEL R. GILLIS, State Librarian

LOS ANGELES COUNTY LIBRARY SERVICE TO SCHOOLS

By Mrs. Alice B. Lewis,
Chief School Librarian,
Children's Division

The distinctive characteristics of service supplied to schools by California county libraries are made possible through the provision in both school and county library law that school districts may affiliate with county libraries, paying for book service out of funds set aside by law for school library purposes. The yearly book fund for each district ranges from a minimum of $25 to a maximum of $50 per statutory teacher; in cities it is computed on the basis of average daily attendance and ranges from a minimum of forty cents to a maximum of one dollar per pupil. The amount and type of service supplied by the library varies in different counties.

Advantages of Affiliation

The advantages of affiliation include: retention of books for period of use only, thus permitting exchange when desired; a central agency which cares for books in need of repair or rebinding; more constant use, reducing the number of books which become obsolete before being worn out; greater buying power through the pooling of funds and the resultant reduction of overhead costs for individual districts. The overhead, in Los Angeles County, averages 35-40 per cent of the total amount appropriated by the schools for library service and includes salaries, automobile service, binding and book repairing, and miscellaneous supplies.

Type of Material Supplied

In Los Angeles County at the present time, 86 of the 114 elementary school districts have contracts with the county library. By agreement, maps, globes, large dictionaries, atlases, and encyclopedias are purchased by the districts individually and are retained permanently. The county superintendent's office maintains a department of visual education, so that the material supplied by the library is confined to supplementary textbooks and general reading for classroom use. Facilities for home reading are provided by branch libraries, many of which are located in the school buildings. Because of the increasing demand for a wide variety of reading material in the classroom, however, the titles found in the school collection duplicate many of those in the community branches.

Method of Book Selection

A book reviewing committee, composed of members from the staffs of the county library children's division and the curriculum division of the county superintendent's office, was appointed by the county board of education about three years ago. This committee examines the books submitted for approval by the publishers and makes recommendations to the county board, which periodically issues supplementary lists of books approved for use in the schools. Titles other than texts are considered on the basis of value in connection with the social studies curriculum and cultural value from literary or artistic standpoints. As the state furnishes the basic texts, those adopted by the county board of education are intended for supplementary use.

Measurement of Service

The schools served range from one-room buildings in rural areas to a ten school city system. The smaller schools are under direct supervision of the county superintendent's office and their book needs may be anticipated through close co-operation between the curriculum division and the library. The larger districts, however, are more independent. They are not required to follow the course of study set up by the county superintendent's office, and their programs range from the old-time formal to the modern progressive one. Therefore, although the library's purchases of books for school use must be limited to titles adopted by the county board of education, the quantity of any title required cannot be estimated in advance.

As there is considerable variation in the proportion of their book funds paid to the library by the school districts, an equitable service to all requires that a definite measurement of service shall be possible. The present book stock permits supplying a maximum of six books per dollar at any one time; e. g., a district paying $100 per year is entitled to a continuous supply of 600 volumes, but may have as many exchanges as are desired. Thus those districts which, because of a progressive program, require a great variety of books during the year may satisfy their needs adequately through the turnover of their books. Other districts which have a more formal program do not exchange books as frequently. The number of books used by the districts participating in the service during 1937-1938 averaged seven times as many volumes as could have been purchased for the money spent by each district for book service, while the maximum use was twelve times as many. These figures are based on an estimated cost of seventy-five cents per volume, although many of the books used are much more expensive, and no restriction as to value is placed on the books supplied.

Methods of Book Distribution

The distribution of the school collection is effected through direct issue to teachers at the central library and regular deliveries to the schools. As many of the rural schools are located at a great distance from the library—the farthest one being over 100 miles distant—it is obvious that deliveries by truck to such schools must be infrequent. However, many of the rural teachers visit the library and exchange books frequently, and parcel post is employed to take care of many requests received by mail. Even the most remote schools are visited by a school librarian three or four times each year, and the frequency of visits is greater in the case of nearer and larger schools. The largest schools receive semi-monthly delivery service. Frequently a librarian accompanies the shipment to confer with principals and teachers.

Separate requisition forms showing the number of copies needed are filled out in triplicate and signed by the teacher for each title ordered, the library retaining the original and returning one copy to the school as a record of books issued. The third copy is retained by the teacher for her record.

Subject requisitions are also accepted, and many teachers find this a convenient method of ordering, particularly when preparing to teach a subject with whose literature they are not familiar, or when unable to come to the library to select their books. Collections of books which will be suitable for their needs are then assembled and sent them. Bibliographies prepared by the curriculum division of the county superintendent's office are helpful in this connection, but a trained children's librarian is responsible for the selection of books provided.

Records of Loans

In general books are charged for indefinite loan periods; therefore only very simple records of charges need be kept. The loans are shown on the original requisition slips, filed alphabetically by author and title behind each school's guide. Statistical records of shipments and returns are also kept, and the number of volumes charged to each school is balanced monthly. Frequent statements showing service supplied are sent to superintendents; thus any tendency on the part of teachers to borrow unwisely is easily checked. The responsibility for the number of books allowed individual teachers rests upon the superintendent or principal. Within the school buildings books may be exchanged by teachers, some one responsible person being appointed by the principal to have charge of the records. In this way many books may be retained over a considerable period of time, being used successively by more than one teacher. The frequent visits of the truck, however, facilitate the return of books not in use, thus increasing the turnover of the collection.

Methods of Contact with Teachers

A reference collection of titles available through school service is maintained at the central library and is much used by teachers when planning their work. Children's librarians are always on duty at the library to assist teachers in their selection of books and, through informal conferences, to help in bringing about a closer relationship between the entire facilities of the library and the schools.

Members of the school section staff attend curriculum meetings in the office of the county superintendent, visit schools and talk on children's reading and the services of the library before teachers and P. T. A. groups. They also attend and participate in meetings of the County Teachers' Institute.

Additional Services to Teachers

The foregoing describes the service which the library supplies by contact with school districts. The professional requirements of teachers are met through the Teachers' Library which is administered as a section of the Reference Division of the Los Angeles County Public Library. This special book collection of more than 19,000 volumes is maintained solely for teachers. In it are found the standard works most frequently used in teachers' professional courses, books presenting new teaching methods for a variety of subjects and, for background building, books of poetry, essays, travel, biography, history, science and useful arts. Other aids are the current and back files of periodicals in various fields of education, with the necessary periodical indexes; courses of study and units of work; public documents and pamphlets.

Any teacher holding a certificate in Los Angeles County is entitled to the privileges of the Teachers' Library, such as parcel post service, a four-week borrowing period, and information and research assistance. Complete information may be obtained from the circular entitled *Your Library* which describes in detail what the teachers' section of the Los Angeles County Public Library offers to teachers.

* * *

The California Library Association Junior Members Round Table of the Golden Empire District held its annual meeting Sunday, March 26, in Sacramento. "Brunch" was enjoyed at Dunlap's, and this was followed by a discussion of current library problems conducted by Frances Murphy of the Sacramento County Library, chairman. Grace Murray, State Library, gave the basis for discussion by reviewing Sydney Mitchell's timely article "The Public Library in the Defense of Democracy" in a recent number of *Library Journal.* Dorothy Drake, Sacramento City Library, reviewed *Men Must Act* by Lewis Mumford. The impromptu comments of the Juniors indicated their feeling of responsibility toward the public they serve in this day of rapid change and their desire to make the public library a place for the impartial dissemination of information.

Cornelia D. Provines, County Librarian, and Mabel R. Gillis, State Librarian, were guests, as were also Mary Mather, Marysville City Library, chairman of the Juniors of the Mt. Shasta District, and Mrs. Marie Wild, chairman of the Portola and San Francisco Bay Districts. A chairman for the coming year was elected, Mabel M. Kluge, librarian of Woodland Public Library. The district includes Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin and Yolo Counties.

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THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

Pending Legislation

On the 16th of March, 1939, our Legislative Committee met at the Hotel Oakland in Oakland and discussed most of the measures now pending in the Legislature affecting the work of governing boards. We particularly endorsed the two measures in which our Association is primarily interested, one authorizing governing boards to pay the expenses of members in attendance upon educational and trustees' meetings, the other giving to our Association automatic accrediting. These things are quite necessary, in order that our Association shall grow and develop and become a more useful arm of the school system. The State of Minnesota has recently enacted a law authorizing all school districts to pay the expenses of trustees in attendance upon such conventions. The State Superintendent of Public Instruction of that state writes that the legislation has proved beneficial. More trustees are attending such conventions and gaining much profit. Not nearly as many attend as one would think for the reason that trustees do not draw a per diem and must leave their work while in attendance upon conventions. However, if such legislation would enable a few trustees from each county to attend conventions each year, the resulting benefit to the trustees as a whole and to the school system would be incalculable. Even the limited number of meetings which are now attended by trustees have done a tremendous thing for the governing boards of California. Our trustees have enlarged their understanding of school problems, have developed a finer co-operative spirit with the teaching personnel and have found it easier to carry on their work with county superintendents. They have found association with other governing boards helpful and inspiring.

The bill for automatic accrediting should receive the support of trustees and educators alike. There is no reason why the trustees should each year have to seek accrediting. It is to the interest of all persons in the field of education to have the trustees a permanent continuous body. Without automatic accrediting there cannot be such permanent status.

Delano Meeting

It was my privilege recently to attend a meeting of the trustees and teachers of the Delano Union High School District. It was the first such meeting in that district. Delano has just constructed some very fine buildings, using a substantial Federal grant for that purpose. Everyone was enthusiastic over the fine buildings. The spirit of mutual understanding and co-operation was quite evident among those present. It was my privilege to discuss the early school laws of California, in which were laid the foundations for the present fine system of public education.

After our Legislative Committee meeting in Oakland, Mrs. Florence C. Porter of Bakersfield, Mr. Robinson of the Long Beach Board of Education, and Mrs. Ellis Giacomazzi, one of our directors from Ventura County, went to Sacramento and met a number of the Legislators and presented the work of our Legislative Committee. Mrs. Porter and I are making a trip to Sacramento to discuss the two measures in which we are particularly interested, and we trust that we shall meet with success. While there we will naturally discuss other legislation in which the trustees throughout the state are interested, including the civil service proposals.

P. S. B. O. A. Meeting

While in Oakland I attended the meeting of the Public Schools Business Officials Association and discussed with them the matter of caution in expanding school plants and school programs under present conditions. It seems to me that with chaotic world conditions and ever-increasing national debt, with business staggering under a load of taxation, we must, as responsible tax-raising and tax-spending agencies, do everything within our power to restrain unwise and heavy expenditures, and we must make every effort to hold our expenditures to the very minimum consistent with the development and maintenance of a sound school program. Financial conditions today may turn for the better, and we certainly hope they will, but there are many discouraging signs in the offing which impel us to a course of caution. In preparing our budgets for the coming year, we must scan them carefully.

FEDERAL SUPPORT OF EDUCATION

School people in all parts of the United States are much interested in the progress of the Harrison-Thomas Bill for Federal Aid for Education (S. 1305) now being considered in Congress. Large numbers of influential individuals and organizations are supporting this bill, and every effort is being made to make such funds available for public schools.

At the recent Cleveland Convention of the American Association of School Administrators Dr. Fletcher Harper Swift of the University of California spoke on the final day on the need for federal aid, and the following resolution was adopted:

"**Federal Aid to Public Education—** The American Association of School Administrators expresses unqualified support of the policy of federal aid for public education. It extends to the President of the United States whole-hearted appreciation of his pronouncement upon the principle of federal aid to education in the various states, based on an equalization program, as voiced in his address given at the convention of the National Education Association in New York City last July. An equalization program is the essential feature of federal aid since states (and localities within states) are, beyond all possible doubt, extremely unequal in ability to support the educational program so necessary to the continuance of democratic government.

"The Association urges a forceful campaign by educators for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools. We believe that such a program is embodied in Senate Bill, S.1305."

While it is recognized that one of the most vital questions involved in the Bill is "Will the Federal Government control local education?" all effort is being made to protect amply state and local control of schools. Money would be allocated on a graduating scale beginning with an initial appropriation of $72,000,000 per annum increasing in five years to $202,000,000. Present trends indicate the necessity for federal aid if a fair standard of educational opportunity is to be maintained throughout the United States and if we are to have equalization of educational opportunities within the states.

ADULT EDUCATION IN CONTRA COSTA COUNTY

By B. O. Wilson

This treatment of adult education considers both the training which is vocational—re-training and in-service improvement, and that which is cultural—constructive leisure-time activities.

The Contra Costa County plan is this: in the fall the principals and administrators of evening and adult high school work met; it was agreed that small enrollments and unnecessary duplication of courses is wasteful, that competition and rivalry are destructive. Accordingly, the group proposed to pool the community demands and establish what may be described as a county curriculum. Specialized courses for which there are infrequent requests will not be allowed to die for want of enrollment, but as the center of interest in the work shifts to another community an effort will be made to move the course to that place. Publicity as to offerings throughout the county is released from the county superintendent's office, and at frequent meetings every district and class enrollment is discussed with a view to co-operation in sustaining the program and courses at an efficient size.

One important phase of the work is in the field of trade and industrial training. Apprenticeship training and in-service education on the job has been quite effective. Carpenters, plumbers, electricians, oil refinery workers in several lines of work, foremanship training, first-aid and safety education, peace officers and firemen, are only a few of the fields being served.

An important result of this endeavor, which it is believed may pay for the work many times over, is the improved relations between employers and employees. It is significant that employers and employees are working together very closely in establishing and developing training programs. It has been our experience that in some cases this program has brought together, for the first time, representatives of organized employers and organized employees on a friendly basis to work on a common problem and without compromise actually to agree. Through such experience an understanding may develop that will avoid many labor clashes.

A great deal more can be said for other phases of the work and what is apparently the direction in which we are developing. There is one factor which we believe is indispensable: county-wide supervision and coordination, and a close relationship with the State Department of Education, through a specially trained and widely experienced person. Such must be employed by the County Department of Education and assigned to this work if it is to be successful. Contra Costa County has such a coordinator and is reflecting experience, not theory.

LEO B. HART, KERN COUNTY SUPERINTENDENT

After thirteen years of service as a member of the Kern County Union High School faculty, Leo B. Hart has severed his connection with that institution and was recently elected Kern County Superintendent of Schools. Mr. Hart's educational background enables him to enter

Leo B. Hart

upon his new work with an understanding of the needs of schools in his county, as he completed his education at the University of California at Los Angeles and the University of Southern California where he specialized in school administration. He served in France during the World War in the 34th Division.

One of the chief objectives of the new superintendent is to make the office of superintendent of schools the centralizing educational agency of the county and to organize the faculties of the office for the promoting of educational programs on a countywide basis. A vital part of this new program will be to reorganize supervision by dividing the county into five districts in charge of a district supervisor who will have general supervision of the schools in the district, aid in attendance work, represent the superintendent in all matters needing immediate attention, assist the trustees in any manner possible, and in general keep his finger on the educational pulse of the district. The new district supervisors, by residing in their respective communities where they can devote a full day to school affairs and be on call twenty-four hours a day to lend any additional assistance to the people of the district, will play an important part in Superintendent Hart's aim to have his office give greater service to the public.

The office staff has been reorganized to include persons specializing in particular educational fields who will be available at all times to advise on school problems. The new office of Assistant Superintendent of County Schools has been created, and an assistant named whose background will enable him to assist in legal and financial affairs. A High School Coordinator will be appointed next September to bring about better coordination between elementary and secondary schools in the county. A new visual education program is a service Mr. Hart will inaugurate at the opening of the new school year.

ATTORNEY GENERAL'S OPINIONS

Granting of Sick Leave with Compensation

Where the principal of a school is granted a leave of absence because of illness under School Code section 5.721 and no substitute employee is employed by the governing board of the district to take his place, no deduction can be made from the salary of such principal during such absence under School Code section 5.750. (A. G. O. NS 1306, November 29, 1938.)

Granting of Sick Leave with Compensation

Under School Code section 5.721 the governing board of a school district may grant a leave of absence with compensation to a teacher who has contracted an illness during a school vacation and is for that reason compelled to absent himself from his duties at the commencement of a school term, and School Code sections 5.750 and 5.747 do not operate to restrict such authority of the board: save that School Code section 5.750 fixes the minimum amount of compensation which must be paid. (A. G. O. NS 1285, November 23, 1938.)

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P. S. B. O. A. ANNUAL CONVENTION

March 15, 16, 17, and 18 were important days for the Public Schools Business Officials Association of California, as they marked the Twelfth Annual Meeting of this active group of school officers. Using the Hotel Oakland as headquarters, delegates and members and friends of the Association were privileged to work together in ideal surroundings, and all sessions of the convention were well attended. A large group of delegates attended the "Trustees Breakfast" held in the Venetian Room of the hotel on Thursday morning, with Mr. G. L. Aynesworth, President of the California School Trustees Association, Mr. John J. Allen, Junior Past President, and Mrs. Florence Porter, acting as hosts. Special attention in preparing the program had been given to discussions of "School Insurance," "Pupil Transportation," "Purchasing of Supplies" and "Legislation," and each conference was efficiently and pleasantly conducted by well-informed leaders.

New officers for the coming year will be: Mr. Don B. Rice, Oakland, President; Mr. Walter Barber, Long Beach, First Vice-President; Mr. W. A. Johnson, San Francisco, Second Vice-President; Mr. Al Mattier, Compton, Secretary; and Mr. Vaughn Seidel, Oakland, Treasurer.

Taft Union High School recently suffered a fire loss amounting to some $10,000 when a fire of undetermined origin completely destroyed the equipment room in the gymnasium.

PUBLIC SCHOOLS WEEK

During the week of April 24th the 20th annual observance of Public Schools Week will take place in California. Members of boards of education and all trustees as well as administrative groups will be interested actively in showing the public something of the work done in their respective schools. Types of observance will vary with resources of the various communities, but all programs will tend to acquaint patrons of our schools with educational trends and modern procedures, and will seek to emphasize the important part which education must play in community, state and national development.

SATURDAY PLAYDAYS

Inaugurating a series of Saturday playdays, young men instructors of the Bakersfield city schools will supervise playground activities for children during the morning hours of each Saturday until the close of school. Baseball, ping-pong, badminton, and other sports are arranged, and enthusiastic approval of the project is evidenced by the large group of boys and girls responding to the invitation for the first Saturday playday.

Because of the continued rapid growth of the Standard School District in Oildale, Kern County, two new buildings have been added to the already commodious school plant. Built at a cost of $160,000 a seven-room classroom building is now practically complete, and a primary building will be finished within a few days. The addition also includes a cafeteria which will seat 150 persons, a shop and domestic science facilities. An unusual feature of this project is that it is financed by a direct tax voted by the people of the district, so that a bonded indebtedness might be avoided, and completed with a PWA grant.

NEW FORD CITY SCHOOL

Dedication of the new $100,000 Ford City "Jefferson" School is scheduled to

take place in the near future. Equipment is now installed, and District Superintendent James A. Joyce announces the building will soon be ready for occupancy. The new school is for primary grades, and includes a combination gymnasium-auditorium of generous proportions, as well as cafeteria and administrative rooms. Indirect lighting, a cooling system, and other features make it the most modern of primary plants.

COUNTY TRUSTEES INSTITUTES

Announcements have been sent out for the Annual Trustees Institute of Ventura County, to be held in the city of Ventura all day Saturday, April 22.

Contra Costa County Trustees will hold their annual meeting on Friday, April 14.

Butte County Trustees will gather in Oroville for their annual meeting on Saturday, May 13.

Los Angeles County Trustees will hold their spring meeting at Occidental College on Saturday, May 13, provision being made for sectional meetings as well as for one general assembly.

San Joaquin County Trustees will meet on Saturday, April 22, in Stockton.

These meetings are called by county superintendents at this time so that there may be careful consideration of legislative bills now pending. Speakers from the Trustees Association have been invited to participate in the above programs, and will be glad to discuss any legislative, or Association, questions which may be presented.

NEW DISTRICT SUPERINTENDENT INGLEWOOD UNION HIGH SCHOOL

At the close of the present school year Mr. George M. Green will retire from the position of District Superintendent of the Inglewood Union High School, after a period of service extending over more than twenty-five years. Mr. Green has been active in the complete rebuilding of the Inglewood High School plant since the earthquake of several years ago, and has seen the school grow from a small suburban high school to one of the outstanding southern California union high schools, with a faculty of some 150 persons. Mr. Harold Simar, principal of the Lauzinger High School at Lawndale, a part of the Inglewood High School District, has been chosen to succeed Mr. Green.

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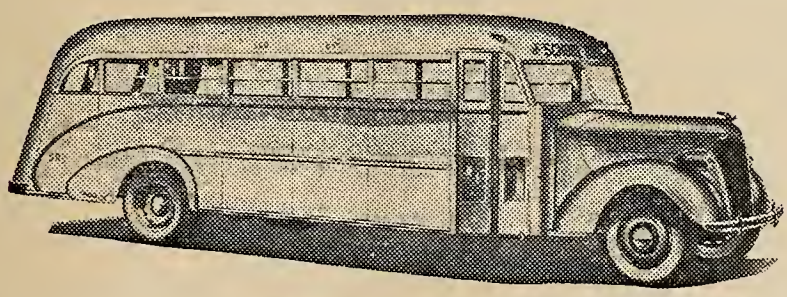

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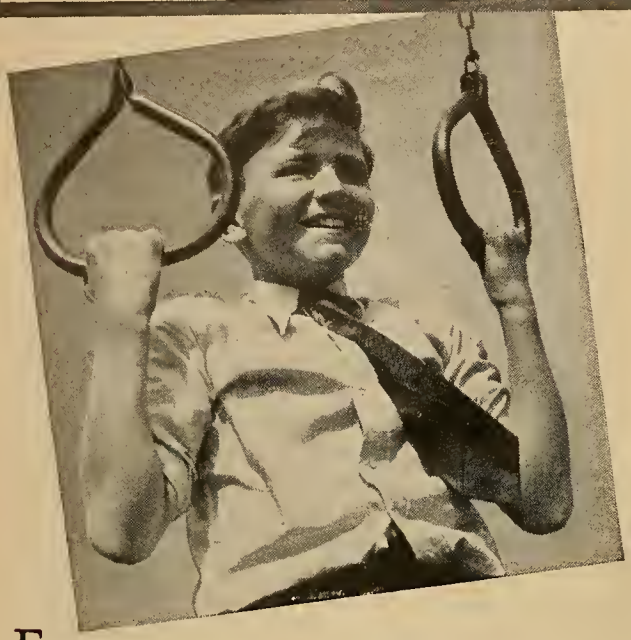

EXERCISE such as the lad shown above is enjoying, is a vital part of a boy's training. But such exercise occupies only a few moments of his day. He spends hours at his school desk.

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Book Reviews

From Ginn and Company.

LABORATORY UNITS IN CHEMISTRY, by McPherson, Henderson and Fowler. Price, 80c. A manual and study guide for use with the authors' text, "Chemistry at Work." The manual offers a combination of laboratory experiments and directed-study activities planned to meet college entrance requirements and to offer a practical introduction to chemistry for pupils who do not intend to enter college.

From the American Book Company.

THE ROAD TO SAFETY READERS, by Buckley, White, Adams, Silvernale. A series of books, grades 1-6 inclusive, to assist teachers to educate for safety. Each book is designed to make children of a particular age level aware of the hazards which they are likely to encounter in everyday life and to teach them the behavior that is essential to safety and well-being in such situations. The books which constitute this series are:

AWAY WE GO (Pre-primer), 15c; HAPPY TIMES (Primer), 42c; IN STORM AND SUNSHINE (First Reader), 48c; IN TOWN AND COUNTRY (Second Reader), 54c; HERE AND THERE (Third Reader), 54c; AROUND THE YEAR (Fourth Reader), 57c; ON LAND AND WATER (Fifth Reader), 60c; WHO TRAVELS THERE (Sixth Reader), 66c.

From the State Department of Education.

MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. Price, $1.00. The unique value of this book lies in the fact that it was organized and written by music teachers and supervisors with a clear understanding of the problems in the teaching of music. The book is the joint project of the California State Department of Education and the California-Western School Music Conference. There are chapters on: The Development of Vocal Music, Music as an Integrative Experience, The Development of Music Appreciation, Creative Expression in Music, Instrumental Music, and Adaptation of the Music Program to Rural Schools.

From the Macmillan Company.

THE NEW WORK-PLAY BOOKS, by Gates, Huber and Peardon. A new series of readers retaining the merits of the former Gates Reading Program and embracing approved methods and procedures resulting from the latest experimentation and research in the field of reading by Dr. Arthur I. Gates and his associates. Basal readers are: OFF WE GO (Pre-Primer), 20c; JIM AND JUDY (Primer), 72c; DOWN OUR STREET (First Reader), 84c; WE GROW UP (Second Reader), 88c; WIDE WINGS (Third Reader), 96c. Optional Readers are: BEGINNING DAYS (a Pre-Reading Book), 20c; NOW WE GO AGAIN (Supplementary Pre-Primer), 20c; THE SURPRISE BOX (a Unit Reader), 16c. Preparatory books accompany all of the basal readers with the exception of the Pre-Primer OFF WE GO. Manuals published in combination with the readers are called Reader-Manuals; both reader and manual are bound in one cover so that the teacher may have both the needed manual page and the reader pages to which it pertains before her eye as the lesson proceeds. A General Manual also is published in connection with the series; its contents include Reading as a Factor in Growth, Materials and Methods, and Methods of Developing Certain Fundamental Skills (in first, second and third year programs).

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May, 1939

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Jottings of a Traveling Bookman

By W. M. CULP

The poets and philosophers and physicists assure us that time and space are only relative. The opening of the New York World's Fair Sunday, April 30th, was only relative. New Yorkers took the opening in stride. From the appearance of downtown Manhattan one would never have known that in the near vicinity was the opening of the largest and most costly World's Fair in the history of the world. If it were not for the newspapers that played up the event, relegating European news almost to nothingness, one would never have imagined that an event in the history of the United States was at its beginning. The few flags on Fifth Avenue and the plantings of yellow pansies and white hydrangeas around the Sunken Plaza of Radio City were the only indications in midtown Manhattan that something might be afoot.

The newspapers had ballyhooed that the attendance the first day would approach a million persons. Perhaps that was what kept a crowd of that size away. Figures of opening attendance ranged from 250,000 to that of 605,000, the official figure. The four railroad and elevated lines carried in some 150,000 persons. Street cars and family cars brought about 100,000 more. The rest of the official estimate of persons present the first day evidently arrived by some other means than by the customary means of conveyance. It must be said in extenuation that the day started out to be one of perfection, but in late afternoon and evening rain dampened spectators and cut down attendance to a mere trickle.

It is not to be said that a crowd of 250,000 persons is a small group of people in one spot. But to be truthful, the vastness of grounds of this New York World's Fair, the whole 1256 acres of it, handled the crowd with ease and made the attendance seem slight. Several million people will be able to be present at the same time and moment, and, if they do not all intend to stand on the same spot, the grounds will not be overly crowded.

The two things that impress an outlander are: first, the apparent indifference of the majority of the inhabitants of New York City at the present time to the World's Fair, and second, the magnitude of the show itself. One can only surmise that the reason why, on the opening day of the Fair, 250,000 persons also traveled to Coney Island instead of attending the Fair itself, is that the tremendous majority of inhabitants of New York City are used to having in their midst the happening of events of tremendous importance which for all of their personal interest and attention to New Yorkers could be ten thousand miles away. It is only the few who attend the opera, the legitimate shows, spend money at the night spots, and do enough of the exotic to keep the columnists' columns full. Most of the cultural advantages of a great city are not enjoyed by the masses that inhabit them. In New York City apparently it is only the wealthy or those from the hinterland who take the time to see the best of what the times offer.

The New York World's Fair story has been told now for some months from coast to coast. It is a tremendous project. The mere walking from building to building is a task in itself. The World of Tomorrow for the most part is presented as it now exists in The World of Today. Educationally this World's Fair is ten universities rolled into one. It would take a month of holidays to succumb even to part of its offerings. The management is to be commended for the fact that during May and June New York City school class groups will be admitted free from 9 a. m. to 2 p. m., if in charge of an instructor. One could almost imagine that a month's attendance daily at this Fair by class with a teacher in charge would give more information and understanding of the complexities of our modern civilization and of the devices made for its comfort than would come in several years of intensive schooling.

If we can make a forecast, this World's Fair is likely to be the one to make television as much a home necessity as our present radio equipment. April 30, 1939, saw the first television broadcast of a President of the United States. This World's Fair saw the inauguration of the first radio printed paper, under the joint auspices of the *Herald-Tribune* and the Radio Corporation of America. Perhaps the most interesting feature to urban grown-ups as well as children will be the modern dairy of the Borden and Sheffield Milk Companies. These exhibits are attracting people by the tens of thousands. The fact that these exhibits have been so arranged that they are visible to more than just a front line of spectators is something that makes one wish other exhibits had followed the same plan.

Professor R. Freeman Butts of Teachers College, Columbia University, in discussing progressive education recently, defined it as an attitude rather than a system. This attitude he describes is distinguished by two characteristics: "Willingness to change educational practice when change is needed, and acceptance for educational practice of the best evidence presented by the study of modern society, modern psychology, and modern

science." That the viewpoint of progressive educators is changing is seen from the fact that at the last convention of the Progressive Education Association a committee recommended that a shift be made from the child-centered theory toward that of a society-centered school. The suggestion is that even a modern school needs more adult direction than some enthusiasts have been willing to concede.

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The needs of the modern curriculum have been ably stated recently in the *New York Times* by Mr. Haydn S. Pearson, principal of the Bigelow junior high school, Newton, Massachusetts. Mr. Pearson lays down and expounds six points as bases for a curriculum that would prepare a student for contemporary life. His first main point is that it should be the business of the school to teach democracy or politics, if you please. He maintains that if we are to continue as a democratic nation it is the duty of the schools to indoctrinate the pupils in the philosophy of democracy, to show them what good government should be like under a true democratic system. His second point is that the schools should give instruction in consumer education. He feels that it is a public duty to train students to recognize true values in the things they purchase, and to give them fundamental education in the detection of fraud or of poor value. Third, the teaching of what are the characteristics of a good personality should be a component part of modern education. Mr. Pearson argues that since personality has much to do with success in life and since it can be something not just born but in part acquired, pupils should be made aware of the qualities that make a personality desirable. The next point is that of teaching the principles of home making to both boys and girls. He does not call for the learning of the making of a few simple dishes that can be learned when the individual is making a home of his own, but the presentation of the facts of food values, heating, menu planning, home decoration, house maintenance, gardening, how to have jolly but inexpensive parties, in other words the grand planning of a home that in the past has come out of trial and error. Mr. Pearson's last point is training for the use of leisure time. He advocates the bringing of good magazines and newspapers into the classroom, the emphasis upon hobbies and extracurricular activities, especially during the last two years of high school work, the further encouragement of activity and study in the life work that the pupil has a leaning towards, the study in the entertainment field of what makes for good and poor moving-picture programs or radio broadcasts. In toto he holds that students should be given the opportunity to learn what are the characteristics of entertainment values that contribute to personal growth and tend to make the individual a more valuable asset to society.

✓ ✓ ✓

Lancaster, Pennsylvania, and York, Pennsylvania stand out as two prosperous and solid cities built upon a foundation of hard and honest effort. One can not ride through Lancaster County without being continually impressed by the wealth of the farms and the solidness of the huge farm houses and great barns. Even in these dismal times the people of Lancaster County are able to get along comfortably. The two cities radiate the same solidness and strength inherent in the Dutch character. Both are industrial cities, and business has continued. In education both cities have fine schools and excellent personnel in their teaching corps. For years both have been in the hands of capable leaders. Mr. Arthur W. Ferguson still continues as superintendent of the York, Pa., schools; this past summer Mr. H. E. Gress, superintendent of the Lancaster city schools, retired after a long and successful career in the school system, having passed the retirement age for the Lancaster system. Dr. Harvey A. Smith has succeeded to the positiou previously held by Mr. Gress. In Dr. Smith, Lancaster has chosen a native Pennsylvanian who has had a wide and varied experience in teaching and supervision before accepting his present place. Dr. Smith entered the Lancaster superintendency direct from Washington, D. C. In Washington during the previous past two years Dr. Smith was assistant superintendent in charge of the senior high schools and the teachers' college. Previous to that he had been principal of the Central Washington High School for seven years. In 1930 Dr. Smith received his doctor's degree from Teachers College, Columbia University. The ten years before that he had been teacher, high school principal, and superintendent of the Millville, N. J., schools. Dr. Smith's undergraduate work was at Franklin and Marshall College in Lancaster itself, where he secured his A.B. degree. His M.A. was received from the University of Pennsylvania. In his new work Dr. Smith believes that it is the duty of the superintendent of schools to engage actively in determining what is taught in the classrooms as well as being responsible for the administrative set-up of the schools. For that reason he is making a survey of active classroom teaching in the system. He has already started the organization of a procedure to be followed in the selection of texts and supplementary books. The plan calls for an indication from the teaching corps of a desire for the change of any text. Committees are then set up to examine and make recommendations for adoption to the board of education.

✓ ✓ ✓

Whether or not there has been a decided swing toward reduction in educational budgets throughout the eastern states this spring, New York State at any rate has led in the cutting of state aid to schools. Many of the smaller cities have had drastic reductions in school services. New Jersey schools have suffered cuts, and many of the Pennsylvania school districts are out of school funds entirely and schools are closed or teachers are unpaid because of the nonpayment of local taxes. This condition is generally prevalent in the coal regions of this state. The Pennsylvania legislature has just appropriated a million dollars toward the alleviation of the condition of its bankrupt schools, but some eight million or more is needed to get the budgets into the black. It seems that this recession is hitting the schools more quickly than that of the original depression in 1928. In other words there is no backlog of reserves and the return to normalcy in school expenditures was too hasty. Many people seem to agree with the politicians that education is one of the services that can be curtailed. They seem to agree that teachers' salaries can be cut. It is the high teachers' salaries of some of our wealthier cities that have caused many people to think erroneously that such salaries are prevalent in most of the schools. Unless parents take a hand, serious curtailments will do much harm in educational systems in the near future.

Western School News

Edited by MORRIS WAGNER

THE CAROLINE SWOPE SUMMER SCHOOL

It was some thirty years ago that a unique institution came into being. The principal of the Longfellow School in Riverside at that time had for years gathered the teachers of her building together. They met with her in her home on designated Saturdays. Here she helped them with the problems she had observed as she supervised her school. The group of teachers representing like needs would gather about the table in the principal's humble living room. Here would be discussed problems of reading, phonics, fractions, or behavior, as the case might be. In the days of 1900 many teachers with no training, or very little, assumed the responsibility of a classroom. Some had entered the work many years even before this story begins. In many cases at that time examination in "studies" was the major requirement. But this was "a changing world" even then.

"May a couple of us girls come over Saturday afternoon, and have you explain the inverting of the divisor? It comes in next week's assignment in our arithmetic books."

So Saturday the group came together. On the table before them were strips of paper, circles of many sizes, apples, and even cookies to be used in making the idea clear. The group asked questions, manipulated, folded and cut, until all the knotty points were clear. Who says that in-service training of teachers is a new idea?

The county superintendent of Riverside County was Edward Hyatt at that time. So unique a teacher training institution could not escape him, especially if it had grown up in his own county. He saw the same needs in his county teachers as this Riverside principal had seen in her building. So he made bold to come to the principal. "Miss Swope," he said (readers will have guessed by this time that this forceful far-looking principal was none other than Caroline Swope), "Would you be willing to give a group of my teachers from the county the same help in method as you give to the teachers of your school?"

Miss Swope glanced around the living room and noted its small proportions. She thought a moment, then said, "Yes, Mr. Hyatt, if we can find the time and a place to meet. I will help your teachers too."

So the following summer after the regular schools were closed, twenty teachers reported at the Longfellow School for a short course in method. Of that group some ten had just graduated from the high school. They had taken the teacher's examination and had passed. They had secured rural schools in the county. They were bright, earnest, enthusiastic young women. Mr. Hyatt saw a future in these girls. He appreciated their worth to the county. He knew that with a little training they would make fine strong teachers.

It was the following summer, in 1909,

Caroline Swope

that the Caroline Swope School for Elementary Teachers was launched. That group of twenty has expanded into a thousand. The two weeks' term has grown to two sessions of three weeks each. The single hand of that Riverside principal has stretched out into a faculty of twenty-seven educational experts, covering all the aspects of the elementary curriculum in its most progressive interpretation. There is a helping corps of secretaries and administrators.

The second year of the school some thirty-five teachers came. But the faculty remained the one woman with colossal courage and an overwhelming desire to serve children through their teachers. It was indeed a great step toward affluent expansion when the following year one part-time helper was added to give help in art and music.

The problems of housing, of records, of program of courses, credits, and of recognition of the work by other institutions and states came. But as these problems came they were solved. Today, eight states give recognition to the work done in the Swope School on the same basis as does California. Teachers from practically every state in the union have been students there. Alaska, Canada, Hawaii, and even the Canal Zone have each been represented by students. The school has needed but little advertising. New students come each year to learn how to put theoretical training to use in the classroom. Many hear about the school from friends who have been there and can give a good account of both themselves and the school.

In 1938 a unique feature was added. This is the "Tours," which adds much to the pleasure and to the orientation of the students, especially to those out of the state. This year, with the Golden Gate International Exposition, the "Tours" promises to be one of the great attractions of the school. The Exposition management has designated July 30 as "Caroline Swope School Day" at Treasure Island. The citizens of Long Beach and also of Santa Cruz, where the sessions of the school are held, appreciate so fine an event in their city. Each year some special expression of this feeling is made. The designation of one day in this historic Exposition in San Francisco further testifies that the Caroline Swope Summer School for Elementary Teachers has its unique place among fine teacher training institutions.

California State Department Represented at Oregon Conference

The California State Department of Education was represented by Helen Heffernan, Chief of the Division of Elementary Education, on April 29 at the Educational Conference held under the auspices of the Oregon State College of Education at Monmouth. In the morning Miss Heffernan addressed the general conference of approximately 1,000 people on the subject, "Education for Democracy." Early in the afternoon Miss Heffernan spoke to a group of four hundred people on "New Emphases in Primary Education," and later in the afternoon addressed the entire conference again on the subject "What Society Has a Right to Expect of the Modern School," sharing the program with the Honorable Charles A. Sprague, Governor of Oregon.

NEW SUPERINTENDENT OF TULARE COUNTY

T. R. Nickel is the new county superintendent in Tulare County. He was formerly district superintendent in Earlimart. Mr. Nickel is practically a Californian, since his family moved into California when he was a small child. They came from the middlewest, settling

T. R. Nickel

in Tulare County where he went to school, graduating from the Windsor Grammar School. Due to economic conditions he was forced to stay out of school after finishing the eighth grade. Not until the age of twenty-three was he able to continue his education. He entered a private academy and in two years completed the high school requirements for entrance to the University of California. There he secured a B.A., and later obtained an M.A. at the University of Southern California. Mr. Nickel's teaching experience before entering the office of county superintendent includes principalship of the Maple School in Kern County for five years. He was district superintendent of Earlimart for five and a half years. He has been president of the Tulare County principals' association and a member of the county board of education for the past three years.

Miss Grace Stewart is handling primary supervision this school year in Kings County. She has the supervision of the first four grades. Miss Stewart is a Californian, a native of Kings County, and has taught in both the larger and smaller schools of the county. Her supervision credentials were received at the University of California at Los Angeles where she has studied for several summers.

The city of Glendora in Southern California, where Wirt C. Williams is the district superintendent, has been carrying on a building program. The work was begun in July, 1935, and completed in January, 1939. Fifty thousand dollars was spent in reconstruction to meet requirements for earthquake resistance. This fifty thousand represents materials and was raised without bond election. Labor was furnished by the W. P. A.

Mr. Williams introduced this year rest periods for all children in the first three grades. Cots have been purchased, and children are required to take rest periods. It was found that numbers of children are kept up until late hours, and after a health survey upon doctors' advice this program was begun. Whenever possible mothers were requested to be present at the examination of their children.

Mr. Williams is planning to bring together all primary children in one of the two schools which now operate with eight grades in each.

ALAMEDA BOOK EXHIBIT

Thirty-five publishing houses participated in the recent book exhibit at the Hayward Union High School. Approximately 5,000 elementary and high school books were on display. The materials exhibited probably represented ninety-five per cent of all current materials available to the elementary and secondary schools. The exhibit was well attended, not only by teachers of Alameda County, but by people from adjoining cities and counties. Teachers were enthusiastic in their reactions, and book publishers were well satisfied with results. Edgar E. Muller, Superintendent of Alameda County Schools, expressed his appreciation for the co-operation of book publishers in making the exhibit possible. Irving R. Melbo, Director of Curriculum, Alameda County Schools, had charge of plans and preparation for the exhibit.

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NEW SUPERVISORS FORMER COUNTY SUPERINTENDENTS

Elsie McGovern, formerly county superintendent in Mariposa County, was appointed in January by County Superintendent of Schools Leo B. Hart to the position of rural supervisor in Kern County. She has charge of grades one to four. Miss McGovern's work as superintendent involved many supervisory functions. Prior to this superintendency she was a rural supervisor for two years. Her wide experience in teaching has included positions in both San Francisco and Los Angeles city schools. She is a graduate of the University of California where she received her general secondary degree. Later she secured her M.A. at the University of Southern California. After teaching in city schools both in the elementary and secondary levels she became interested in rural education and spent a summer at Columbia University, taking work with Dr. Fannie Dunn. She enjoyed this work so much that she decided to remain in rural education. When asked if she was a "Californian" she replied very vigorously that she was, tracing back on her mother's side to one of the early Spanish families, and having a good head start therefore on those of us whose families merely crossed the plains.

Another county superintendent appointed to the field of supervision in Kern County is Roy Driggers, formerly superintendent in Tulare County. He was appointed in January to the position of supervisor of attendance and child welfare. One of the big problems in Kern County is that of schools for migratory children. Mr. Driggers is making a special study of this situation and will make recommendations to the board of education as to future policy.

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The Golden Gate Exposition

YOU CAN'T AFFORD TO MISS IT

If you are a teacher or if your work is in any way tied up with the business of education, this is literally true.

Most of our own education came to us by way of books, and in spite of the wholesome movement in the schools of today toward active learning, the printed page remains the source from which even our "activities" ultimately derive.

But Treasure Island is all the books in the library come to life. It is all the "activities" a classroom ever dreamed of, done on a gorgeous scale beyond the dreams of any class. It is travel, without the weariness of traveling. It is "experience," with a choice so wide one wonders if such an opportunity will ever come again in the lifetime of our generation.

You can't afford to stay at home this summer, or go camping, or sign up for summer school—unless a generous margin of vacation is saved for Treasure Island. Plan your time. If our own enthusiasm helps to waken readers to the importance of the Exposition for school people, the main purpose of devoting space to this topic is accomplished. As a second purpose it may be helpful to pass on some suggestions that will save time. Time is precious — on Treasure Island.

It might be a good idea to send for the official guidebook and get your bearings before you go. Maps and outlines of exhibits will help in making a plan. A plan may save not only time but mileage. It's a big place, that little island. The guide is published by Crocker Company, 720 Mission Street, San Francisco, at twenty-five cents.

State Education Exhibit

Whether you arrive by ferry or automobile you are likely to start your exploration from the main central Court of Pacifica, and the Hall of Science is right at hand. Half way down this long building is the exhibit of the California State Department of Education. We could not offer better advice than to say, go first of all to the office of this department. Here they have made an effort to collect the kind of information and data that is most likely to be useful to teachers. You will find on hand a bulletin listing exhibits of the entire Exposition correlated with eight large categories of curriculum. Miss Grace Kerns, on duty in the office, will give you expert guidance in planning your visit so that it will meet your special needs and interests. Miss Kerns has written, for the May issue of *Secondary Education*, a helpful article which ought to be in the hands of any teacher who is planning to go to the Fair, "Educational Features of the Golden Gate International Exposition." You will also find at this office a copy of the announcement of special events for the current week. It is well to scan this program carefully, lest you find too late you have missed the hour and date of the very thing you wanted to see!

The exhibit of the State Department of Education itself will be the first interest of teachers. "Democratic Education" is its theme. Dioramas, murals, figures, lights, statistics, and legends graphically portray the history of education, the schools of today and their equipment, the work of the department, and the sources of support for California education. A gallery exhibits the art and craft work of school children. This exhibit is changed following a schedule which will give the schools of each county in the state an opportunity to make use of the gallery in turn. A small theater provides opportunity for demonstrations of school activities and motion pictures. Dr. Ira W. Kibby is director of the State Department exhibit, and Mrs. Vesta C. Muehleisen is administrator.

U. C. Science Exhibit

The University of California, also in the Hall of Science, sets out in vivid and dramatic forms a course in each of the major sciences. Teachers whose work is in these fields will probably never be able to explore any further, unless some exterior force is applied!

Although each of these marvelously constructed displays seems to cover so completely its own field, further explorations will reveal additional material in unexpected places. For instance, the University has an exhibit in paleontology that is a museum in itself. But in the State of Montana exhibit are fossil remains that admirably supplement the reconstructions of the University. Again, the facts and terms of geology are nowhere better displayed than — of all places!—in the hobby museum of the Recreation Building. There, as a club undertaking, a model has been built that shows, as no book ever could, all the earth forms included in the study of geology.

Everywhere in this vast hall applied science is shown at work in the service of man. Medicine, surgery, sanitation, dentistry, the marvels of electricity, radio, and industrial chemistry are only a few of the "courses" offered in this amazing school of science.

The interests of science teachers are served in many other exhibits besides those of the Hall of Science, notably in the Hall of Mines, Metals, and Machinery, and in the "Vacationland" exhibits of the transportation and petroleum industries.

Botany and zoology of course are included in the exhibits of all the lands around the Pacific Basin, while two localities, Oregon and Australia, each contribute a fascinating zoo of their own characteristic animals. The vast fields covered by the exhibits of the Federal Building include important areas of science, as genetics and soil structure in the department of agriculture, and the services of the weather bureau.

Elementary School "Units"

Teachers who work under a modern curriculum of "units" or "areas of experience" should come to the Fair armed with a program of units that they may be expecting to undertake in the classroom. Whatever the topic, they will carry home a harvest of notes, literature, and pictures. Better still, most of the exhibits are so rich and vivid and dynamic that a teacher will have the feeling that she has herself lived the experience, and so can impart vitality to future classroom projects.

Primitive Life

Primitive life and hand crafts, always a favorite unit of the lower grades, finds illustrations in innumerable and widely scattered exhibits. The beautiful Indian exhibit of the Federal Government, filling seven large rooms, comes first to mind. But in many of the exhibits of the western states Indian relics or Indian crafts still in use supplement the Federal collection.

In the foreign pavilions there are beautiful exhibits of the primitive arts, some only relics of earlier days, many still

practiced by peoples whose environment remains primitive even today.

In many of the exhibits of highly mechanized industries of today there are historical murals, or moving pictures or dioramas showing the primitive stages of the same industries. For example, in the Hall of Mines we see the first halting steps that man achieved in the progress towards mastering the craft of working metals.

A Unit on Shelter

A unit on shelter, through the ages and across the continents and climates of the globe, could be completely illustrated by exhibits on Treasure Island. You would have to cover considerable mileage to include them all. But not as much mileage as if you were to travel across the continents themselves and up and down the lines of terrestrial latitude and altitude and consequent climate, to say nothing of traversing several milleniums of human living! All this you can do for your unit on shelter right here on one small island. And at the end of your exploration you will feel that you have actually lived through all the human experiences of building shelter and homes, in all lands and ages.

Westward Expansion, Pioneer Life

There is no exhibit of any of the western states or of the counties of California that does not contribute richly to that important experience of children in the middle grades, pioneer life in the march across our American continent. Besides the wealth of research and art that has built up reconstructions of early days in different parts of the west, local museums have been generous in loaning their treasures, so that one has the illusion of having actually lived through those days of hardship, danger and adventure, of having worked with those primitive tools, of having shared in the building of civilization in a vast area of wilderness.

Especially poignant is the log cabin in a forest clearing, furnished with homemade beds and chairs, table, and cradle, homemade implements of housekeeping, while outside stand the implements of hunting and farming, these too homemade and worn with service. The State of Missouri has, with the generous help of museums and pioneer family relics, re-created for our generation a reality not found in books and pictures.

California, Today and Yesterday

To most of us who visit the Fair the California group of buildings will be "home." The California Building is first of all, with its beautiful patio, lobby, ballroom and theater, the gracious center of social life and hospitality that one would expect California to provide. Its galleries of California art are a joy. To the historical picture this building contributes what is probably the most magnificent diorama of the Exposition, the "Expedition of Portola." The historical research evident in this great production, and the artistic beauty of the figures, the terrain, and the lighting are beyond praise.

San Francisco, Host City

San Francisco, as host city of the Exposition, is well represented by the exhibits of its beautiful building. The dioramas reconstructing scenes of other days, and the Wells Fargo exhibit of their relics of the gold rush period are invaluable for the study of California history. The exhibits of municipal activities give first place to San Francisco schools. Display cases containing craft work and walls hung with art work give an idea of what is going on in San Francisco classrooms. But emphasis has been given to dynamic programs demonstrating student activities, dramas, choruses and orchestras, radio skits, and other presentations put on by students themselves. The day we were following up educational activities a home economics class from the Presidio Junior High School staged a beautiful "fashion show," exhibiting costumes of other days and of today. A competent school orchestra supplied a background of music appropriate to the period of the model displayed.

The school exhibit of the San Francisco Board of Education is under the direction of Alice Rose Power.

The State Highway Commission, the Fish and Game Commission, and the State Parks, together with the splendid group of county buildings, give a picture of our state, its resources, and its history, and above all its beauty, to which our hearts thrill with pride.

Foreign Lands

If you are teaching history and geography, well—just come to the Fair! For the history and geography of half the world is here waiting for you—the Pacific half of the world. Not but that Europe has made its contribution too, but after all it is the Pacific Basin from which the Fair derives its motive. After days spent in the pavilions of these western and island and far eastern lands, blazing with the splendors of civilizations that seem to have a curious thread of homogeneity for all their amazing variety, Europe begins to seem less real to us, less the center of history, past and future, than we have habitually thought her. The future belongs to the Pacific. Historians have been saying so. We begin to understand what they mean, after a few days on Treasure Island.

If you teach history, you had better not miss the Exposition—unless you are planning to travel up from Patagonia to Bering Straits and across the chain of islands and down the coast of Asia to Australia and New Zealand, and in and out of all the islands of the vast south seas. It's easier to go to the Fair!

The Pacific House

Of all this Pacific world the center is found in the great relief map of land and seas, in the Pacific House. Study of this enormous large scale reproduction explains many problems of migration and cultures that books leave unsolved for the amateur reader of history. Indeed, one of the outstanding contributions of the whole Exposition to the student of history is the wealth of large scale relief maps constructed as part of nearly every exhibit. Studying the contours of valleys and mountains, oceans and islands, one sees vividly *why* history worked out as it did, since man's destiny is so largely determined by his environment, by "the lay of the land." Printed maps cannot convey even to careful students that sense of "the lay of the land" that the great relief maps of the Exposition so vividly create.

Teachers Are People

It would not be fair to the Exposition to leave only the impression that it is a place for teachers to gather golden harvests of professional material.

It is impossible even to list the joy and wealth of beauty it offers to all of us, not as teachers but as people of varied tastes and interests, responsive to beauty in varied forms. Architecture, sculpture, painting, music, above all the glory of flowers and fountains, may well remain at the end of the days on the Island the best of the treasures stored away in our memories. But we have been writing for teachers—as teachers! And we end as we began. As teachers, you can't afford to miss the Golden Gate International Exposition.

Contributions of Exposition to the Unit "California Life"

Agriculture Hall: A comprehensive diorama of the history of California agriculture shows how the friars gave the Indians their first knowledge of agriculture, and how the mission fathers brought products of old Spain to California; there is a reproduction of San Diego mission.

Mission Trails Building: The building itself is of course interesting as a model of this type of architecture; in the patio is an ox-cart like the "carreta" built by the children in the unit.

San Francisco Building: Many high points in California history are reproduced in miniature; the Mission Dolores is of particular interest.

California State Building: There is a remarkable diorama depicting the expedition of Portola en route to the discovery of the Bay of San Francisco; the California ballroom has striking murals of Spanish dons and ladies in a fiesta.

Electricity and Communications: A vast diorama covering one wall of the building depicts the march of California life from early pioneer days to the present.

Homeland: This section of model homes contains an actual life-size replica of "Old Adobe" at Niles, California.

Mines, Metals, and Machinery Building: Various stages in the development of pottery are shown; there are samples of Indian, Mexican, pioneer, and modern pottery and an original tile from Carmel Mission.

The Federal Building: Here is the story of Indian culture, exhibits of Indian art and design, including painted hides, basketry, and clothing.

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WESTERN MUSIC EDUCATORS' CONFERENCE

By Mary Ireland
Supervisor of Vocal Music, Sacramento City Schools

The 1939 biennial meeting of the California Western Music Educators' Conference met at Long Beach, April 2-5. More than three thousand students from every section of California and from Arizona and Utah, and hundreds of teachers and supervisors of music from this section of the country, participated in the program, and parents and friends at times filled the Long Beach Municipal Auditorium to capacity. Newspapers printed pages of photographs and wrote enthusiastically about addresses and musical performances, while all of the southern part of the state echoed to the sounds of marching bands, brass choirs, kindergarten rhythms, college orchestras, and high school and college choirs. Never before in California has there been so much school music crowded into one place in so short a time, and everyone in Long Beach must have caught something of the enthusiasm of these singing and playing young people and the seriousness of their teachers who had gathered to consider more effective ways of serving youth through music.

On Sunday night the Long Beach Polytechnic High School presented a sacred pageant, musically and artistically exquisite. The living pictures and the beautiful music set a new standard for pageantry for many of the visitors. On Monday evening the Southern California Junior College Music Association presented its fourth annual spring festival, featuring twelve junior college choirs individually and as a massed chorus and a combined symphonic band. The gala concert of the final evening included the All-Conference High School Band, Chorus and Orchestra. All of these large organizations deserve recognition, but the orchestra under the direction of Vladimir Bakaleinikoff was undoubtedly the finest high school orchestra ever assembled in California.

During the day every phase of music education from kindergarten through college was presented in addresses by outstanding educators, discussed by panels, diagnosed in special "clinics," and demonstrated by groups of children and young people. Long Beach schools furnished excellent instrumental organizations, choruses, and glee clubs demonstrating the excellency of their regular music program. Other organizations came from Southern California and from as far north as Modesto and Marin County. The Rural Festival organized by Mable Spizzy furnished one of the most impressive demonstrations of the effectiveness of rural music supervision ever seen in California. When five hundred children from the rural schools of Orange, San Bernardino, and Ventura Counties sang under the able direction of Glenn Woods, everyone in the audience knew that those rural children had had real experiences with real music in their own schools.

Outstanding educators voiced their faith in the future of music in the schools and made new demands upon teachers and supervisors. Louis Woodson Curtis, president of the Music Educators' National Conference, spoke on "The Music Teacher in Today's School"; Helen Heffernan, Chief of the Division of Elementary and Rural Education, California State Department of Education, continued with "Music Education in the Schools of Tomorrow"; and William S. Larson, chairman of the Department of Music Education, Eastman School Music, Rochester, New York, discussed "Determining Factors in Musical Progress." Dr. Ballentine Henley of the University of Southern California gave an inspirational address on "Music, Man's Florescence."

We must congratulate S. Earle Blakeslee, president of the conference, for an outstanding program, let Gertrude J. Fisher, general chairman, receive the honors for Long Beach musical participation, call Edith M. Hitchcock a superb directing chairman, and give heartiest thanks to Superintendent Fred Ohlendorf as co-ordinating chairman.

California Life

By HELEN BOUTON
Teacher, University Elementary School, Los Angeles

"Is that what cubic measurement is?" was the astonished question of a child after a cubic inch was cut from the soft cement used in building the "adobe" featured in this unit. And this is typical of the responses which the participants in the unit made to "real life situations." Rarely is a unit so truly "lived."

The group of ten-year-old children who began this unit had already engaged in activities which taught them how Mexican people satisfy their basic needs. They had read or heard stories of the early explorers who came to California in search of gold or adventure. At the beginning of a new semester these stories were shared with the new members of the group, and the teacher added other accounts of those pioneers who had come to California by water and land. Their routes were traced on wall maps. Several types of maps were examined, some of which had been made by other children.

These adventures on land and sea were expressed by the children through the medium of free and dramatic play. The scenes were shifted as the adventures of different explorers were played. One of the boys made a crude pictorial map based on one he had seen. On it he pictured some of the scenes of the children's plays. Several of the other children became interested in the map, and soon there was enough interest to start a class pictorial map.

A Pictorial Map of California

A large outline map of California was traced on the back of oil cloth of a soft shade of yellow. The art teacher was consulted, and a harmonious color scheme chosen. Reading periods followed, and a list of explorers' voyages was made for recording. The first work on the map was very dissatisfying to the children. The map *did* have a lean and hungry look.

"It looks funny, doesn't it?" one child asked the teacher.

"Why does it look funny?"

"It needs more things on it."

"What do you mean by 'things'?" asked the teacher.

"We might show what the explorers found in California," was suggested.

"We know they found some Indians, let's show them."

This seemed a start at least. Stories were read as a group and also in free reading time. Sketches of primitive California Indian life were made—dwellings, clothing, and occupations. These were shared and evaluated in class.

In the natural course of the activity the children read independently and in groups. The teacher supplemented with stories, legends, and factual material too difficult for independent reading. The coming of the padres was a high point in discussion periods. During the play period which followed the padres arrived and founded a mission. New stories of mission life were told or read, emphasis being placed on the contributions of Father Serra. As new pictures were added to the map, it became the center of discussion and an incentive for playing and reading.

Experience Extended Through Excursions

A picture of San Gabriel Mission was found, and a copy of it was made to place on the map.

"Why, I've seen that mission," exclaimed a child.

"I've been through it, and it had a lot of interesting things in it," was another comment.

"Can't we all go and see the mission? We could draw it better, and we could find out about the Indians too."

The trip was arranged. The children were shown through it by a young man of Indian descent. They were mildly interested in the chapel, but the old winery, wheels, hand wrought nails, handmade tiles, rude paintings made by the Indians, examples of old mission furniture, and the old mission bells which were rung for them, received undivided attention. The guide told them that many of the families living near by were descendants of the Mission Indians.

Old "adobes" from mission times were visited. It awed the children to think they were still standing and occupied after so many years. The houses had been altered and modernized, but the atmosphere lingered. An attempt was made to have the children see the wheat fields, gardens, and the old mill where the Indians carried their grain to be ground. When it was learned that the old mill had been converted into a modern residence on a street now called "Old Mill Road," arrangements were made to pass that way on the return trip. The children looked at it from the gate, but found it difficult to see much connection with the old mill.

Learnings Resulting from the Excursions

The results of the trip were manifold. While at the mission, someone sketched a detail of the mission bell tower and wanted to place it on the map. Several questions were asked. Among them were: How was the wheat grown and harvested? How did the padres persuade the Indians to live in the mission? How did the Indians learn to build the missions? How did they make handmade tiles? Where did the padres and the Indians get their clothing? How did they decide where to build missions?

Valuable additions were made to the map. Wheat fields were shown. The missions were listed in their proper places with dates of founding. Illustrations were made for the more interesting and important missions. (The importance of each was determined by the point of view of the group and did not necessarily agree with historic facts.) The children became familiar with the "Mission Play." They made one of their own which was suggested by the original.

Expansion of Interest

Through excursions, reading, discussion, and play the children realized how much the people who had settled the surrounding country had come to depend upon the missions for shelter when traveling, for supplies of food and animals, and for protection in time of danger. These needs in addition to those of a spiritual nature made the missions the most important factor in the lives of these early Californians.

Some of the children had enjoyed the motion picture "Ramona," which added to their growing interest in these early Californians. They wanted to know: who the people were who did not live in the missions, how they came to California, how they lived.

The teacher read the story of the founding of the Pueblo of Los Angeles, and showed pictures of life as it existed

in the imagination of the artist. A visit to the old plaza was arranged by the group. The children studied this familiar area with fresh interest. The plaza itself, the old church, Olvera Street, and the Avila house assumed new importance. Olvera Street was the most interesting. They watched tortillas being made and the old candlemaker dipping candles. They saw the remains of the old water system and had a chance to view the occupations in which the natives were engaged.

The story "Rosita" was read to the children. Much of the action of the story took place out of doors. The group became interested in the out-of-door life of early Californians, and thought it would be fun to play an early morning scene in the patio, when the life of the day began. During the next play period a patio was indicated by drawing lines on the play area, and the play was attempted with most unsatisfactory results, as the background was too limited.

"We ought to mark off a house too," volunteered one child.

"What will you do with a house?" was asked.

No one seemed to know, so more reading was provided, and ideas were exchanged during the discussion period.

One morning the teacher was met by two boys. "Can't we build a house like one of the other classes did? They built a log cabin. We could build a California house and play in that."

"A house takes a long time to build and is expensive too," was the answer. "It seems to me that you can imagine a house, and the Californians spent much of their time out-of-doors."

The idea grew in spite of discouragement, and after some delay permission was given to use a piece of ground near by. After measuring the site with the help of the teacher, the group and teacher decided to build the patio first. Plans were started and checked, but little progress was made because no one knew much about it.

Pictures of early California houses were brought, among them illustrations of the Casa Adobe on Pasadena Avenue, Los Angeles (a replica of an early California ranch house). A trip was arranged so that the children could see at first hand some of the things which were troubling them. The trip answered most of their problems about construction, materials and the style of houses. The casa was built around a patio with a number of rooms opening onto it. The furniture had been brought from Spain or Mexico and was representative of the best type of the period.

Plans for Construction

On returning to school notes taken and sketches made on the trip were shared and new plans made. It was decided to go on with the patio, building it of adobe bricks, and to provide in the plans for a two-room house to be built later. If the builders wanted a kitchen they could build an out-of-door oven in the patio.

Funds to cover the cost of starting construction were raised through a food sale. The plans went forward rapidly from this point. Bricks were ordered after computing the number needed. A visit to a brickyard was arranged, and the children were shown how the adobe was mixed, cut, and hardened or dried in the sun to insure permanence. Their greatest joy came in being allowed to turn their own bricks so that they would dry faster. An authority on construction of foundations was consulted. The site was staked off and a trench dug. The children learned to mix cement and poured it into the trench. They had their first lesson in cubic measurement. "Is *that* what cubic measurement is?" was the astonished question of a child after a cubic inch was cut from the soft cement to be shown to the class.

Groups of children worked on the foundation in rotation. When the bricks arrived, a lesson was given in brick laying, and the wall was built in the same manner with inspection and evaluation at frequent intervals.

Coincident with planning and building the wall was the provision made for family life activities. The children made soap, candles, and small adobe bricks. They tanned leather, made pottery, baskets, and clay pipes for carrying water. (They had seen the remains of a water system at San Gabriel Mission.) Map work also continued — an adobe house "marked the spot" of Los Angeles on the map.

Play Periods Enriched

With these firsthand experiences, supplemented by reading, play periods became richer and more meaningful. The following is an example of one of the patterns which emerged.

Boys took the parts of the don or owner of the rancho, his sons, the majordomo or manager of the rancho, and Indian servants. As the play began, the boys were asleep in the patio. The Indian servants came to awaken the boys. They sang the alba (hymn to the morning), and then all knelt in prayer. The don then appeared, called his sons to his side, summoned the Indian servants, and

Mixing mortar for brick-laying.

The completed "adobe."

instructed them all in the plan of the day's work. The don was Bartolome Verdugo. His sons were named Felipe and Vicente. The major-domo was Loreto, while the Indian servants were named Manuel, Juan, Pedro, Jose, and Mateo.

Don: What is your work for today, Juan?

Juan: I am to make soap, Senor. The dona wants plenty for wash days to come, for that on hand is almost gone.

Don: That is good work, Juan. We have plenty of tallow left from the last killing.

Jose: And there are enough ashes too to make the lye, Senor. We have saved them each time when the fire grew cold. We need much for so many uses.

Don: That is right, we all have our work to do, and then we can play when it is over.

Juan: Senor, we know your goodness to us and to our families. We shall work to see that all is finished on time.

Manuel: I am to help with the candle-making today, Senor. The molded candles are more quickly made than the dipped, but we shall make both kinds and put them away to be used when these on hand are gone.

Pedro: The dona has been told that the wall needs fixing. I am to make new bricks today.

Don: There is good adobe in the bank beyond the corral, and straw may be got from the pasture. The children will help you to bring it in. The last bricks were strong because of the right mixture of mud and straw and the careful drying in the sun.

Mateo: The hides are ready for tanning, Senor. They must be done now to be ready for the next trading vessel, and for the new furniture too, Senor.

Don: Yes, yes, that is right, the new furniture. I must remember. (Turning to his son Felipe.) Your mother says we must have some of the furniture which comes on the next trading vessel. Save the best hides and tallow for it because it must be of the best if your mother wants it. It will take many fine hides and much tallow to pay for good furniture.

Felipe: Yes, Father, I shall remember, but the furniture we have is good, and some of it came from Spain.

Don: Yes, yes, son, but your mother wants it, that is enough.

Loreto: Senor, if I may speak to the rest? There is still more work to be done, and I must go to the hills after the cattle. Will you and the young senors ride with me today? I have much to show you, and while you are journeying north they should know all your land, for I shall need help and advice.

Don: Yes, yes, Loreto. Send the rest about the business of the day, for we must be off.

Loreto: Dishes need mending, wood must be brought for the fire, the calves and colts must be brought in, the carreta needs greasing. Be away with you now. At sundown there will be singing and dancing for you all.

Completing the House

By the time the patio wall was finished plans for the house were nearing completion. With the assistance of a young Mexican construction was begun on the walls. Reading, discussing, and planning accompanied the building, and in a short time the walls were completed and the roof put on. Plans were made for the doors and windows. These were copied from the Casa Adobe and adapted to their needs. The tile floors were laid, the thresholds finished, and one red-letter day the house was completed.

A chair was borrowed from the log cabin to make it seem more homelike. But it did not seem quite right. Spanish furniture was needed to make a real California home, not something borrowed from a Colonial cabin. Another trip to the Casa Adobe followed, and this together with pictures satisfied most of the children's needs for further information. Plans were drawn for a table, bed, chairs, and benches. These were constructed along simple lines. A mattress, sheets, and a cover were made for the bed. Leather seats were made for the chairs, as experiments had been made in leather tanning.

Creative Activities

There was much interest in beautifying the house. The walls were whitewashed by the class. Designs were made and stenciled on the ceiling of the sala. A coat of arms was designed and hung over the door. A runner was made for the table. One of the most talented children designed and painted a tapestry for the wall of the sala. An altar and altar cloth was added to the sala after it was found that many of the houses had a chapel. A chandelier of wood to hold the dipped candles was made to hang from the ceiling of the sala. A rag rug dyed and woven by the little girls covered the floor. Its design and color scheme was in harmony with the rest of the room.

A carreta was needed badly for play. It was made by some of the boys in a special group. In it the women and children rode to the mission for mass as well as to jolly wash day picnics. This was a favorite play period. After one such period, a child expressed his thoughts in the following manner:

WASH DAY

The old carreta groans down the road—
Squeaking, creaking; squeaking, creaking;
The weary old oxen come trudging, trudging.
All seem to say—Wash day! Wash day!

Down to the spring, where the water flows
Hurry the children, but the oxen are slow—
The children laugh and sing and are gay,
They shout and sing—Wash day! Wash day!

The oven in the patio, which had been a part of the regular plan, was finally finished, and the children experimented in making tortillas, cakes, chocolate, and in cooking meat.

The patio had been so frequently used that it was in need of repair. Memory of the patio of the Casa Adobe inspired the

Experimenting with the patio oven.

Family dinner in the sala. Note the tapestry in the background.

children to renewed efforts with theirs. Walks were planned, hollyhocks were planted against the house, and poppies along the patio wall. They planned to have a pepper tree later.

Another burst of writing brought such results as the following:

THE CASA GARDEN
Against the white adobe wall
Stand the hollyhocks gay and tall.
Hollyhocks yellow, white, pink, and red
Reaching high from their garden bed.

Culmination, and Taking Stock

Now that the house was complete in practically every detail, it was decided to have a fiesta and to invite people from the surrounding country, including, as the most honored guests, the padres from the neighboring mission. But before invitations were sent out, the rancho was named. The children found a map showing the old ranchos and the approximate location of their own. It was found that the original land grant from the king of Spain was named the Rancho Los Palos Verdes, and theirs was so named.

Plans for the fiesta included eating, dancing, conversation, and games. As the guests (from the neighboring bungalows) arrived to be met by the hosts in full Indian and Spanish regalia, they were shown the house, the "grounds," and the carreta, in which some were given a ride. When the dancing and the greetings were over, they ate tortillas cooked in the out-of-door stove and drank hot chocolate.

When the guests had gone, the class gathered for discussion. The end of the semester was approaching, and it seemed a good time to take stock of what had been learned and to compare this unit with others which had been "lived."

One of the first questions asked was, "How did the early Spanish Californians like it when the Americans came and their ways of living changed?" This was discussed at length in the class, and it was found through reading that gradually these people were absorbed through the sale of the ranches and through intermarriage with the newcomers. The children were much interested to learn that many people living in Southern California were descendants of these first families, and that certain streets of the city bore their famous names.

The leisure of life in early California appealed to the children because of its direct contrast to the rush and confusion which exists today, but after considering the two types of life they concluded that the modern way of living has its points because of the educational opportunities it provides in contrast to the dearth of facilities in the Spanish era. Several visits to modern Spanish homes brought out points of similarity to early Spanish dwellings as well as sharp contrasts. The homes of today, while similar in architecture, were far removed from the inconveniences in heating and lighting which were endured by earlier Californians.

Phases of Growth

Social development seemed to be most marked among the members of this group. One boy's point of view was changed almost wholly by the building of the patio wall. He had been noisy, discourteous, and a general nuisance, but when he began to work on the wall, it became his. He guarded it at recess and kept the small children off by explaining patiently the dangers to its construction if it was used too soon.

Arithmetical concepts grew in number and in concreteness through manipulation of materials and figuring on genuine problems. The children showed marked ability also in expressing themselves freely. Through much reading and exchange of ideas visions were enlarged, and there was a definite release for many of the children. They expressed themselves without fear of ridicule or censor.

A feeling of independence was aroused in most of the children. A healthy curiosity is a part of every growing child, and a feeling of competence in satisfying this curiosity is a forward step in emotional and social growth. This advance was very evident because of the types of questions raised and the manner in which they were answered. As the semester progressed, there was less and less dependence upon the opinion and help of the teacher.

There was a decided growth in appreciation of the beginnings of modern California, and familiar landmarks gained a new significance. The literature of California is peculiar to its locality, and the children now had a feeling of completeness and unity with their surroundings. A "Spanish house" meant something new. They knew how it started and had a feeling of "oneness" with it. They gained an understanding of how literature and architecture have their conception in any new country.

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Library News

Edited by MABEL R. GILLIS, State Librarian

Adult education is a live subject in libraries as well as in schools. The Long Beach Public Library has a constructive program which we are pleased to present in the following article. We hope it will be suggestive to other libraries whose adult education programs are not yet so well developed, and that it will indicate to other agencies some of the services libraries are prepared to give which may not be universally known.

EDUCATION THROUGH READING, LONG BEACH PUBLIC LIBRARY

By Theodora R. Brewitt,
Librarian

Except in the broadest sense, a public library is not an adult education agency just because it provides books and makes them available. "Education" applied to the activities of a library implies the effort to direct and improve reading. But the amount of individual reading guidance which can be done is obviously limited. Personal contact with the majority of readers is hurried and superficial. Even in libraries which are fortunate enough to have readers' advisers, the number of people who are given systematic guidance is very small in proportion to the number of library borrowers. How then can a public library effectively contribute to the education of large numbers of adult readers? The first step is the careful selection of books to meet the educational needs of readers. This requires a knowledge of community activities and interests which must be kept up to date by constant vigilance. It would help also if there were an adequate book fund, which, of course, no public library was ever known to have. However, assuming a book collection of average adequacy, the next thing is to make the physical arrangements within the library building such that books, readers, and librarians are brought together in as close and informal relationship as possible.

The Long Beach Public Library attempted to do this many years ago by establishing a "readers' aid desk" on the main reading room floor. Librarians stationed at this desk give their entire time to assisting readers. A distinction is made between *readers* and *information seekers* who are served by the reference librarians in the reference department. When not assigned to desk duty, these librarians are preparing reading lists, working on reading guidance files, preparing exhibits or doing other work which is connected with reading guidance. Most of the contacts with readers here are casual; however, many individual reading projects are worked out, some of them resulting in intensive reading over a considerable period of time. It is hard to evaluate this kind of work as adult education. Certainly many readers are receiving some inspiration to study and learn, and some direction in selecting the best books to fit their needs. Fundamental to effective reading guidance of this kind are first: librarians equipped with the necessary education, book knowledge and interest in people, and second, the separation of this service from the charge desk and its business routines.

Book reviews — in the daily papers, over the radio, or delivered in person in and out of the library—are used as a means of acquainting readers with books. These are intermittent rather than regular and do not reach as many readers with special interests as the reading lists on which this library has placed special emphasis. Large numbers of these covering a wide range of subjects are prepared and distributed both inside the library and through outside agencies. Timeliness, popular interest, educational value and special occasions are the considerations which govern the selection of subjects. In choosing the books for inclusion on any list an attempt is made to use those which lead out from the main theme into related fields of interest. Also as many forms of literature as possible are included. For example, a reading list on New England might well include history, description, fiction, biography, drama, poetry, economics and literary criticism, all directly contributing to an understanding of New England culture.

We have found by experimenting over a number of years that mimeographed lists can be made very attractive. They have the advantage of being less expensive, thus making it possible to cover many more subjects for the same cost. We also find that readers appreciate them as being a little more personal than the more formal printed lists.

We know that our reading lists are popular because many people ask for them and editions of most of them are rapidly exhausted. About sixty lists covering as many subjects with editions averaging two thousand copies are in print at the present time and others are being added. It is not easy to determine to what extent they are used as a basis for systematic reading. It is the kind of exposure which may or may not take. Whatever their educational limitations they do offer a practical means of introducing many readers to good books.

The lists are advertised in various ways. A folder calling attention to them and to the library's service in preparing lists to meet individual needs, is distributed as widely as possible. Book displays which are frequently changed to maintain interest are accompanied by lists and at least once a year there is a special exhibit illustrating the possibilities of self education through systematic reading.

Reading lists are also used as a means of making library contacts with educational and cultural activities. Such contacts are essential to any library's adult education program. By this means books are connected with community interests as they are focused in public forums, discussion groups, clubs, lecture courses, institutes, extension courses and evening school classes. An effort is made to keep informed about educational activities and to follow up with offers of library assistance. Many group leaders who have become familiar with the services which the library offers come to us first with requests for reading lists, talks, or exhibits, or possibly with some new idea for library co-operation. In many instances the library takes the initiative.

A Chamber of Commerce breakfast devoted to city planning was the means of distributing a list on this subject. "Making the Most of Yourself" is a popular reading list originally used for a series of lectures on "Charm" by Marjory Wilson. A list of books on utopias was distributed at a forum meeting at which the daughter of Edward Bellamy, author of *Looking Backward*, spoke. Lists are prepared for the annual Institute of Family Affairs, for special meetings of the Co-ordinating Council (an organization devoted to prevention of juvenile delinquency), for study groups of the Women's University Club and the Parent-Teacher Associations.

Clubs devoted to gardening, international relations, nature study, amateur astronomy, and mental hygiene have also been used to bring books and educational interests together.

Most important of all the adult education activities with which the library co-operates is the Adult Education Department of the public schools which in Long Beach reaches many thousands of adults and whose administration is very much alive to the value of reading as a supplement to class instruction. With enough librarians to carry on the work the possibilities for the development of purposeful reading through evening school classes would be almost unlimited. We hope in the near future to be able to employ an adult education and library co-ordinator whose entire time will be devoted to this work. At present several librarians assist in adult school activities. A committee composed of librarians and evening school teachers meets at intervals to discuss methods and policies. There are also conferences with individual teachers to develop plans for library co-operation. Lists are prepared for classes. Occasionally classes are brought to the library. A special invitation to adult students is folded in the adult education class schedules, thousands of which are distributed through the library and its branches. Book reviews, book lists, and articles on library services are published in *The Educator,* the weekly paper of the Adult Education Department.

One of the library's evening school connections which has been of great value in bringing books to the attention of the people who need them in their work has been with the "co-ordinator of distributive occupations." About 2500 people representing a wide range of occupations attend the George-Deen classes which constitute a form of in-service training. Many books have been purchased with these classes in mind. The result has been to bring up to date the library's collection in various branches of the useful arts. Annotated lists of these have been prepared for distribution, the co-ordinator taking a very active interest in them even to the selection of colors and quotations. Reviews of some of the more popular books are published in *The Educator* from time to time. Books are commented on in classes, and students are being urged to use the public library.

The Adult Education Department also sponsors the local branch of the Town Meeting of the Air which meets in the main library. After listening to the broadcast, a local speaker is heard and there is the usual discussion period. All the books, magazines, and pamphlets available on the subject of the evening are brought to the meeting, and readers are generally found for everything offered.

The evening school project in which the library is the most concerned is one in which reading is one of the primary objectives. Two different subjects have been covered so far, each in a ten weeks series. These are "The World in Review" and "The Pageant of America." Suggested for next year are "Men Who Have Made the World" and "Group Relations in America." The courses are outlined jointly by the co-operating librarian and the adult school instructor. The selection of subjects is influenced by the possibilities they offer for reading and the availability of the books. The program includes a talk by the leader often enlivened by moving pictures, discussion by the group, and short book reviews by the librarian followed by distribution of books on the subject chosen for the following week. Reaction to books and to ideas voiced in them is featured in the discussion period.

The theme "Pageant of America" covers a wide range of interest for lectures and discussion as well as for reading. The leader himself has become so interested in it that he is planning a summer trip over the United States to take pictures and gather material for next winter's classes. Current problems as they relate to various parts of the country are introduced as well as history, description, literature, and famous personalities.

These activities, co-operative or independent, represent a few of the ways in which the library's educational functions can be extended. Without books, the tools of education, much which could contribute to adult education is little more than sound and fury. The floods of speech let loose over the radio, through clubs and forums, lectures and classes are stimulating interest which can develop only through systematic reading into knowledge and into the informed public opinion so desperately needed in these times.

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THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

There is pending before the Legislature at this time Assembly Bill No. 1510, which provides for the employment of teachers upon a term basis of one year, two and three years, which provides that if a teacher is reemployed after the first year, she must be reemployed for a term of two years, and if reemployed at the end of that term, she shall be reemployed for a term of three years, and thereafter for terms of three years. There are many things concerning the Bill which commend it to serious consideration. However, there has developed considerable opposition to the mandatory provisions of the Bill from many teachers and from many governing boards. If the mandatory provision of the Bill could be eliminated and boards were given the optional right to employ teachers after the first year for periods of two and three years, with the right to reemploy at the end of any term for periods of one year, there would not seem to be any objection to the Bill. It is my confident opinion that if the Bill made the reemployment on the longer term basis optional that the trustees of the state would gradually reemploy all teachers on the longer term basis and that the one year employment would probably soon end. It is believed that both teachers and trustees would find the longer terms more desirable and better for school administration purposes. Of course, if teachers were not doing efficient work, governing boards would naturally reemploy them only for one year or not at all. In that way the reemployment on the basis of one year would be a means of encouraging the teacher to do better and more efficient work. The good teacher would be served by the longer term and the community would likewise be served by the longer term, providing good work was being done.

Assembly Bills 2713 and 2714 were presented to the Educational Committee of the Assembly recently and, after the same were amended in accordance with the desires of our Board of Directors, they were unanimously sent out with a "do pass" recommendation. We are quite grateful for the co-operation given our Bills by the State Department of Education and by the California Teachers Association. These Bills, if they pass the Assembly and the Senate and are signed by the Governor, will place our Association on a much better basis and enable us to carry on a finer program among our governing boards. We hope to see the day come when our Code of Ethics shall be framed and hung in every school in California and that it shall be the guide by which governing boards, teachers, and the public shall shape and carry on their relations one with the other. These Bills will make it easier for us to accomplish that objective.

One of our largest problems will be to educate the public to the value and importance of the California School Trustees Association and its program. We must not only reach the trustees, but the public behind them. We must convince them that our Association must remain out of politics and be at all times a neutral body in political matters; that school trustees must be elected as neutral officers representing the public and all factions of the public, and that they cannot successfully carry on their work as members of governing boards if their action is to be controlled by political considerations. That does not mean that the public may not, on proper occasions, vote to determine the policy that boards shall adopt and carry through, or that the public shall not have the right at all times to direct the board in its official conduct; neither does that mean that the public shall not have the right to require changes in school administration, through the election of trustees, but it will be very rare that such an act on the part of the public will ever be justified, and the sooner the public realizes that governing boards should be free and independent in the handling of the schools, the better it will be for the schools and the educational system of the state. The employment of a teacher or the discharge of a teacher should be free from political considerations.

The National Council of Administrative Women in Education will hold a luncheon meeting at the Western Women's Club in San Francisco on July 5th, at 12:30 noon. The luncheon is open to anyone attending the National Educational Association Convention and an interesting program will be provided. Reservations may be made by contacting Mrs. Edith McNabb Murphy, President of the California Bay Section of the National Council of Administrative Women in Education, 93 Grove Street, San Francisco.

SCHOOL BUS REGULATIONS

Following the submission of recommendations adopted by the Advisory Committee on Pupil Transportation at Los Angeles April 15, 1939, the following interpretations and exemptions from the State Board of Education Regulations Governing Pupil Transportation are announced by the State Superintendent of Public Instruction, effective immediately.

1. On all new school busses, the purchase of which is contracted for after May 15, 1939, the entrance and exit door will be deemed to be directly within the view of a school bus driver, as required by subdivision 6 of Section XI of the State Board of Education Regulations Governing Pupil Transportation, only if the most forward part of the entrance and exit door opening is not located to the rear of a line drawn crossways of the bus immediately back of the driver's seat, and, in the case of the so-called "metropolitan" type of bus, the most forward part of such door opening is also located immediately back of the front wheel housing.

2. The Superintendent of Public Instruction, through the Chief of the California Highway Patrol, will, on request of the governing board of the district, or of the contractor or other party operating a school bus constructed prior to February 1, 1938, exempt such bus from subdivision 29 of Section XI of the State Board of Education Regulations Governing Pupil Transportation (prohibiting the use of jump seats) for the period July 1, 1939, to June 30, 1940, provided there is no evidence indicating the request should be denied or modified, and subject to the following conditions:

a. No pupil of below the seventh grade shall be permitted to ride on jump seats.

b. No pupil, regardless of grade, shall be permitted or required to ride more than five miles on a jump seat.

The violation of either of the above

conditions by the owner or operator of a school bus will be considered sufficient cause for the revocation of the exemption granted for such bus. Requests for exemption should be addressed to the Chief of the California Highway Patrol, Department of Motor Vehicles, 12th and N Streets, Sacramento.

NEW TYPE SCHOOL BUILDING IN ALAMEDA

The Alameda Board of Education has made a real contribution to the educational opportunities of the city in the construction of a new type of school building. It is a one-story frame building with an open court or patio center, and outside walls of stucco, dash finish carrying a soft buff tint. There are twelve classrooms, twenty-two feet by forty feet, a three-section kindergarten room, and an administration unit. The open court provides opportunity for out-of-door activities for the several classrooms. The center lawn of the patio is twenty-six feet by two hundred eight feet. Each classroom has a planting space or small garden. Each has a frontage on the patio constructed largely of glass, affording ample daylight in each room.

Lateral windows are placed above the blackboard areas on the outside wall of each room, and a door opens outward onto a covered out-of-door corridor nine feet six inches wide running the full building length. Twenty-six per cent of the wall area of each room is devoted to windows.

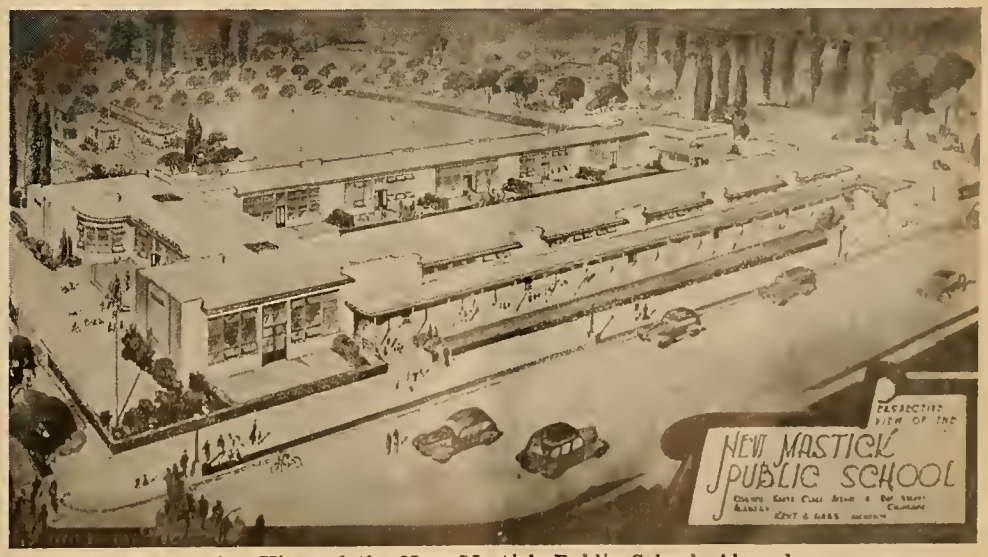
Particular attention has been given to interior color schemes. No two adjoining rooms are alike in color, and all are done in soft pastel tints with the woodwork painted in a slightly darker tone.

The linoleum floor covering is of a color which adds to the effectiveness of the room color scheme as a whole. Here is demonstrated that the old way of painting classrooms throughout a school in one monotonous color is most unnecessary and undesirable. Children live in these rooms many hours of the formative years of their lives, and they are influenced to an appreciable degree by harmony or lack of it in their classrooms.

The kindergarten is twenty-four feet by thirty-eight feet with two end bay-window alcove rooms, size fifteen feet by fifteen feet. Every classroom contains the following features: Venetian blinds on all glass doors and windows, affording proper light control; built-in cabinets having dual control doors wherein ample provision is made for hats and coats with shelf space for packages, lunch boxes, etc.; a teacher's locker cabinet adjacent to the above cabinets; an all-metal drainboard, sink, and running water; electric outlets for heating plates or other electrical equipment; a large sloping pinning wall at one end of the room and a pinning space above the blackboards, each with a cork base; blackboard areas covering about two-thirds the length of one long wall; a large telechron clock; a loud speaker in connection with the school public address system; a direct fire alarm system connecting the school to the city fire department through the public address and broadcast system; a metal wall bracket containing an American flag and staff; a thermometer and thermostat controlling room temperature; inverted semi-transparent light fixtures suspended from the ceiling, providing a soft daylight effect for night time or dark days; shelf space below the window line, varied in height in proper relation to the age of each classroom group; a heating unit concealed within the shelves with only a metal grille showing flush with the linoleum surface (this heating unit has a major control in the boiler room assuring uniform temperature in each room); an air cooling system for summertime; movable desks and chairs of sizes suitable to the ages of the classroom groups.

The north end unit is a building slightly elevated above the level of the classrooms and containing the principal's office with windows overlooking the play yard, a business office, teachers' lunchroom, book and supply room, nurse's room and pupil rest room, study room and library, and a sound-proof room for audiometer and other special test purposes. The basement rooms in this section are devoted to lavatories, bicycle storage rooms, janitor's room, and boiler and heating equipment. Plans provide for an auditorium, a gymnasium, and a parent-teacher's room to be added to this unit.

The new school as a whole is impressive for its simplicity of design and architecture, unique in its values from the practical standpoint, harmonious in its color scheme both inside and out, protected from fire and earthquake hazards, and economic in construction.



Perspective View of the New Mastick Public School, Alameda.

ANNUAL CONVENTION, CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

September 28-29, Oakland

The ninth annual convention of C.S.T.A. will be held this year at the Leamington Hotel in Oakland on Thursday and Friday of the last week in September. An intensive program will occupy both days, with recreational hours for both evenings.

September 30 is "School Trustees Day" at the Golden Gate International Exposition. Special privileges and arrangements are being made for the pleasure of school trustees on that day, and it is hoped that all delegates to the Convention will take advantage of this opportunity to visit the Exposition.

BRING THE WHOLE FAMILY!

EVERY School District Should JOIN the California School Trustees Association

Memberships authorized under Section 2:1520 School Code.
This Association accredited by State Board of Education.
The only state wide organization of School Trustees in California.
An aid to school board officials in the honest, economical and efficient performance of their duties.
Active Legislative representation.

Dues now payable to: **CALIFORNIA SCHOOL TRUSTEES ASS'N**
Mrs. I. E. Porter, *Executive-Secretary*
Professional Bldg., Bakersfield, Calif.

County Institutes

Santa Barbara County, Los Angeles County, Placer County, and Butte County will hold Trustees' Institutes during the month of May. At each of these institutes speakers from the California School Trustees Association will participate in the program.

* * * * *

Seventy-five Contra Costa County trustees attended the annual Trustees' Institute called by County Superintendent B. O. Wilson on April 20. After a dinner meeting, at the Travelers Hotel in Martinez, guests enjoyed a discussion of "School Insurance Problems" by Dr. Jerome Cross, City Superintendent of Santa Rosa Schools; an address on the "History of School Trustees in California" by G. L. Aynesworth, President of C.S.T.A.; and the presentation of a new county-wide plan for school insurance by Mr. H. E. Stewart, President of the Contra Costa Unit. An active year is promised by these trustees who are all very much interested in the progress of their schools and the further development of the Contra Costa program.

* * * * *

Ventura trustees held a joint institute with the non-certificated group in Ventura on April 22. During the morning hours Mr. L. E. Chenoweth, City Superintendent of Bakersfield Schools, addressed the group on "The Value of Service." Luncheon was served at noon in the cafeteria, and during the afternoon Mrs. Florence Porter, Executive Secretary, C.S.T.A., led a discussion of legislative bills now before the Legislature. Mr. L. F. Burson, of Fillmore, is president of the county unit, and presided during the afternoon, with Mrs. Ellis Giacomazzi acting as secretary. Appreciation was expressed to County Superintendent W. R. Cobb for his careful planning of this joint institute.

* * * * *

Summer Sessions

Arrangements are being completed for speakers from the C.S.T.A. to participate in summer session programs at various state colleges and universities. Discussions will center on problems of mutual interest to administrators and governing boards, with the underlying thought of co-operative effort as a necessity for continued progress.

Pupil Transportation

The State Advisory Committee on Pupil Transportation met recently in Los Angeles for the further consideration of the Rules and Regulations which govern this ever-growing service. Elsewhere in this issue appears a summary of recommendations made during this session, and now being issued by the State Department of Education.

If each trustee would read carefully the rules as published by the State Department it would help materially in the functioning of these regulations. Misunderstandings frequently arise because only part of the rules have been studied, as well as because of different interpretations. Copies of these bulletins are obtainable free of charge, and should be in the hands of each trustee responsible for pupil transportation.

L. A. County Unit Officers Chosen

At a recent meeting of the Los Angeles County Unit of Trustees, the following directors were chosen to work this year with Mrs. Ruth Blanchard, President, and Mrs. Ruth Eades, Secretary: E. W. Ward, Sierra Madre; Dr. S. D. Thomason, San Dimas; Mrs. Josephine Fitger, Beverly Hills; E. P. Stone, Pomona; O. O. Marshburn, Whittier; J. E. Van Wig, Puente; Mrs. Gertrude Rounsavelle, Los Angeles; Mrs. Janie Abbott, Compton; Mrs. Laura Mc-

Candless, Montebello; Dr. S. J. Walker, Mill School, Whittier; Dr. C. W. Pierce, Los Angeles.

The next meeting of the Unit will be held March 31, at which time further study will be made of legislative matters.

ATTORNEY GENERAL'S OPINIONS

Payment of Obligations of School Districts from Income of Subsequent Fiscal Year

Where the governing board of a school district contracts obligations during a fiscal year in excess of the funds provided for such fiscal year, the excess amounts of such obligations cannot be paid from the revenues of the district for a subsequent fiscal year under section 18 of Article XI of the Constitution except with the consent of two-thirds of the qualified electors of the district voting at an election held for that purpose. (A. G. O. NS 1289, December 2, 1938.)

Classification of Administrative Officer of School District as Permanent Employee.

School Code section 5.502, as amended in 1935, is not retroactive in effect, and an administrative officer of a school district who has served as such for ten years and who has performed no teaching services during that time will not become a permanent employee of the district under School Code section 5.500 unless he is reemployed for the school year 1939-1940, either as teacher or as an administrative officer (citing A. G. O. No. NS506). (A. B. O. NS1482, February 28, 1939.)

Duty to Provide for Education of Children.

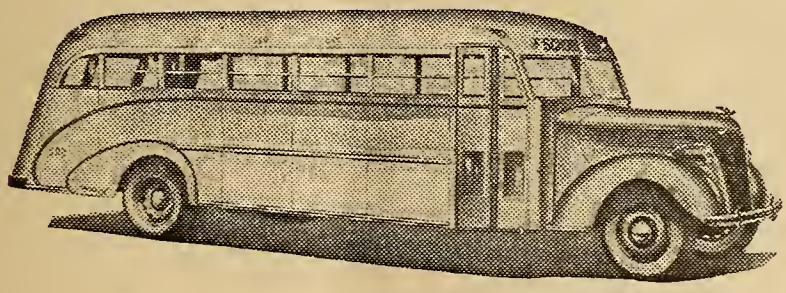
Where a contractor contracting with the United States Government to perform certain services agrees with the United States Government to make "all necessary arrangements with the proper state and county authorities for school facilities and instruction, up to and including the twelfth grade, for the families of the contractor's employees living in his construction camp and in the vicinity of his construction camp, and for the families of government employees," such agreement does not relieve a school district in which the children concerned live of its obligation imposed by School Code sections 1.130 and following to provide school facilities for the children of the district, and the school district probably has no cause of action against the contractor for any alleged breach of the agreement quoted, although it may be held that the children or their parents would be third party beneficiaries under the agreement so as to enable them to maintain an action against the contractor. (A. G. O. NS1447, February 17, 1939.)

Power of School District to Purchase Insurance for Privately Owned Automobile.

The governing board of a school district has no authority to pay premiums on policies of insurance on the private automobile of the superintendent of schools of such district covering fire, theft, collision, property damage and liability, except such insurance as covers the risks for which the district itself may be liable. (A. G. O. NS1451, February 14, 1939.)

SUPERIOR School Bus Bodies

(As Displayed at C. S. T. A. Convention in Los Angeles)



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Book Reviews

From The Macmillan Company

LATIN AMERICA, by F. A. Kirkpatrick. Price, $3.75. As a reference book this 1939 review of the twenty republics to the south of us is invaluable to all school libraries. Schools are conscious of the duty laid upon them to strengthen our ties with the nations of the western hemisphere. From elementary school up through the grades this new book will serve admirably as a background for the teacher, and in more advanced classes as a reference for students. It covers the period of discovery, conquest, and exploration, the emergence of separate colonial states, the wars of independence, and the subsequent history of the resulting republics. Maps and bibliographies admirably implement the book. The vast body of material is so organized that it is readable and achieves a coherent picture for the general reader who does not specialize in history. The relations of the United States with Latin America are presented clearly, but are not overloaded with detail that might tend to confuse the total picture. The story of the southern nations is brought down to 1938 but does not include the Lima Conference.

From the Gregg Publishing Company

RESEARCH APPLIED TO BUSINESS EDUCATION, by Benjamin R. Haynes and Clyde W. Humphrey. Price, $2.00. Research contributes to growth; and research has done its share to make business education grow. Twenty years ago, very few colleges and universities offered training for teachers of business subjects; today more than 150 institutions all over the United States offering such training and scientific research has played a big part in bringing this about. This book reviews the whole problem of research and gives many practical suggestions for prospective researchers. It is intended for use not only in graduate departments of institutions of higher learning where theses are required, or where seminars are held, but also as a handbook for any business teacher who wishes to study his professional problems objectively. The nine chapters of the book include discussions of such topics as basic principles of research, methods of research applicable to business education, elementary statistical techniques, collection and classification of data, abstracts of selected studies in business education, and others.

From the San Francisco Schools

San Francisco schools have prepared a booklet called *San Francisco Invites Your Children.* The beautiful photographs of San Francisco children at work and at play might well be an irresistible invitation to parents who would be considering a residence in the Bay metropolis. This booklet is being distributed at the Exposition exhibit of the San Francisco schools.

The child pictured above is getting firsthand experience while studying a beehive which is resting on his classroom window sill, in a San Francisco elementary school.

From the Robert M. McBride Company

A TRIP TO THE SAN FRANCISCO EXPOSITION WITH BOBBY AND BETTY, by Joseph Henry Jackson. Price, $2.00. Out of the staggering immensity of the Golden Gate International Exposition Mr. Jackson has set out in a few pages a description of the most important exhibits. The book is intended for children but like most really good writing for children the very effort to simplify without distorting produces a result as valuable for adults as for young readers.

This is first of all a beautiful book. The large photographic illustrations are among the finest reproductions of Treasure Island beauty we have seen. The story achieves naturalness and interest in spite of the difficulty of avoiding the guidebook catalog of sights. The description of the after-dark loveliness is almost adequate to the unbelievable magic of the reality. It is a splendid book to read in preparation for one's visit to Treasure Island. It is a useful guide while you are there, and it is the perfect souvenir to recall in later days the joy and beauty of the Fair.

From A. S. Barnes and Company

DANCES OF OUR PIONEERS, by Grace L. Ryan. Price, $2.00. Descriptions of the old time dances, together with the "calls" and music. Popular reels, jigs, hornpipes, quadrilles, polkas, galops, and schottisches are all included. Clever line drawings by Brooks Emerson not only illustrate techniques and steps but catch the spirit and rhythm of the various dances.

From Ginn and Company

ENGLISH EXPRESSION and THE ENGLISH WORKSHOP, Books One and Two of Daily Life English, Senior Series, by Johnson-McGregor-Lyman. Price, each, $1.32. The remarkable photographs alone tell the story of these books. Situations are truly expressive of the student's interests, his hobbies, sports, reading, and social life. The hundreds of activities supplied tie English study to the student's in-school and out-of-school interests. The books provide steady growth through increased insight and skill in using English. Emphasis is placed both upon the language skills involved in correct and effective expression and upon the proper selection and use of relevant ideas.

From Little, Brown and Company

OUR LIFE TODAY, An Introduction to Current Problems, by Francis L. Bacon and Edward A. Krug. Price, $1.76. The purpose of this book is to help the student to understand affairs of the modern world as they appear in newspapers, radio broadcasts, movie houses, and conversation. Problems presented are those which might come under the blanket name of "civics" and relate to the way people live and play and work together, particularly in respect to individual and group responsibility. Contents range from Our Life in the School, In the Home, In the Work of the World, In the Local Community, In State and Nation, In Economic Society, to Our Life in a Society of Nations.

From Silver Burdett Company

EXPLORING THE WORLD OF SCIENCE, by Lake, Harley and Welton. A new edition. Price, $1.80. This edition has been revised to bring to high school students new material and illustrations about recent scientific discoveries.

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

California School Trustees Association Convention Number

Commissioners of the San Francisco Board of Education: Charles A. Derry, Mrs. Edwin R. Sheldon, Philip Lee Bush, C. Harold Caulfield, president, Mrs. Lloyd W. Dinkelspiel, Richard E. Doyle, William F. Benedict.

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September, 1939

Two Primary Books of Real Life Content for Supplementary Reading

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Chief Deputy Superintendent of Schools
San Francisco

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155 Sansome Street
San Francisco

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
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Northern Section
MRS. PORTIA MOSS
Box Q,
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Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

The summer of 1939 will go down in the record as being one of manifold happenings upon the Pacific Coast. The fact that the Golden Gate International Exposition was held in San Francisco Bay on Treasure Island must be heralded as the reason for the greatest trek of visitors to the Pacific Coast since the State entered the Union. By train, bus, automobile, and airplane tens of thousands of visitors came until they were numbered in the hundreds of thousands and millions. They made the Golden Gate International Exposition a success after a slow start.

If travel broadens an individual then there are almost countless individuals, who, this fall, will consider that they have gained better understanding of the vastness of the United States and its multitudinous problems made by the different environments in three thousand miles of continent. "See America First" has been a slogan for many years, but in 1939 many people put that advice into effect.

One noticeable thing about the visitors to the Pacific Coast was that they did not come to see just one city, San Francisco, but to tour the West from Vancouver to San Diego and on the way hither and back to visit the great national parks of the country. You saw their out-of-state licenses upon Grant Avenue in Chinatown, San Francisco. You saw them in countless droves crossing the Golden Gate Bridge and the San Francisco - Oakland Bay Bridge. You found them lined up at the Santa Barbara Fiesta. Hollywood was a Mecca that drew practically every visitor to Los Angeles. Down the Coast Highway to San Diego, through Laguna Beach and La Jolla, they thronged.

Del Mar and Bing Crosby's Horse Merry-go-round, where horse racing vies with the running of the ocean waves, intrigued many. The Hollywood Bowl and music under the stars, the Pilgrimage Play, Yosemite, The Mission Inn, The Big Trees, the 400 miles of Sacramento and San Joaquin Valleys, the miles of vineyards around Fresno, the orange groves of Southern California, Marvelous Marin, ocean fishing, cold air and hot sunshine, San Francisco's seven times seven steep hills, cable cars, fog, were just a portion of recollection of a summer of western travel.

One of the immediate outcomes of this past summer's trek of people to the west coast was the great increase of attendance at the various state universities and teachers' colleges. This was especially noticeable in the Universities of California, Stanford, and the University of Southern California. While the attendance at the University of California at Berkeley was expected to be greatly increased because of its proximity to the Golden Gate International Exposition, it was not expected that the attendance at the University of California at Los Angeles or the University of Southern California would be greatly affected. But they were. Los Angeles with the glamor of its motion picture industry is a lure to many. Moreover there are comparatively few visitors west who have not some relatives or friends living in the Los Angeles area. The California State Teacher Colleges of San Jose, Arcata, San Diego, Chico, Fresno, and San Francisco were very well pleased with the play they received. The Miss Caroline Swope School, at both its Long Beach and Santa Cruz sessions, enjoyed a great attendance due to nation-wide recognition of the character of the work given at this school.

One surmises that if any educator in the United States drove to the Pacific Coast this summer and survived the angled streets of San Francisco and the massed boulevards of Los Angeles he returned home to quiet Chicago, or light-controlled New York with a feeling that the biggest problem of the educator is to instill some regard for life, limb, and liberty in the minds of the youth under his control. The traffic problem throughout the United States is out-of-bounds. A perusal of any daily newspaper will give the details. Safety education, if anything, must be made to stick. Our children are being well trained in ideas of safety practice. What is needed is that these ideas should carry over into adult life and that some of the same principles should get fixed in the minds of our millions of drivers. Adult education has a part to play in safety education.

The Los Angeles County School Department has been recognized for years throughout the United States along with that of the Baltimore County School Department as having contributed much to forward progressive course of study work. Since the inception of the Curriculum Department in the Los Angeles County system years ago under the then Superintendent H. S. Upjohn, and during these later years under Superintendent A. R. Clifton, the Director of the Department of Curriculum has been Mrs. Lorraine M. Sherer. Mrs. Sherer has guided the formation of various courses of study. These courses have included three publications: Primary Education, grades 1, 2, 3; Intermediate Education, grades 4, 5, 6; and Upper Grade Education, grades 7, 8. These courses of study were the result of cooperative effort of teacher committees throughout Los Angeles County with Mrs. Sherer as the guiding genius and the organizer of the books in their final form. The Los Angeles plan in the past has been to consider the course of study

a continuous process. The original plan called for a primary course of study the first year, followed by an intermediate course the second year, and an upper grade course the third year, while in the fourth year a new start was to be made with a rewriting of the first primary course. This idea has been somewhat disregarded. One of the great objections found with course of study work is that in the past there has not been time for a course of study to be put into operation before its revision is considered. In other words courses of study have been just work for course of study departments.

In her new plan Mrs. Sherer has just completed the editing and seen the publication of the new *Primary Education Course of Study* for the Los Angeles county school system. This new primary course of study concerns itself with grades one and two. And what is more to the point it is a statement of principles of primary education that are planned as basic procedures for the next ten years. This basic first book is to be supplemented by additional pamphlets as needed from time to time. This new Los Angeles County *Primary Education Course of Study* is a beautiful piece of work both in printing and statement of principles. Its photographic illustrations of children busy in their various activities add greatly to the charm of the publication.

One of the outstanding promotions in Los Angeles County Schools this summer was made when Superintendent Arthur Clifton of the County School Department appointed R. Bruce Walter, former district superintendent of the San Gabriel schools, to the position of assistant county superintendent of schools. Mr. Walter has for the past decade carried on a fine educational program at San Gabriel. Rolland H. Upjohn, superintendent of the Buena Park schools, succeeds Mr. Walter to the San Gabriel superintendency.

This has been rightly called a scientific age, yet the mass of humanity still go at their problems unscientifically. This is a definite problem of educators, and it must be said that most of them attempt to impart a knowledge of the scientific approach to a problem to their pupils. One of the best attacks on this problem of the scientific approach was published during 1938 by Ginn and Company. It was *Explorations in Biological Science* by James C. Adell, Chief, Bureau of Educational Research, Cleveland Public Schools; Orra Olive Dunham, Biology Department, Collinwood High School, Cleveland, Ohio; and Louis E. Welton, formerly head of the Science Department, assistant principal, John Hay High School, Cleveland, Ohio.

The authors spent some eleven years in experimentation trying to evaluate devices and procedures that could be made to function with the tenth year high school student. Their approach was through interest and learning by doing. Their direct attack was through exploratory devices in units of work divided into problems. The thirteen units in themselves involve the basic problems of biology. *Explorations in Biological Science* is a guide to the study of biological fact. Each unit is organized along a set plan: first comes a statement of general fact covering the unit; then follows a gist of the first statement; after this correct pronunciations of words to be used in the

James C. Adell

unit are given. Each problem is directed toward the solution of a definite fact. The workbook is so organized that space is given for the pupil to write down correct answers to questions in class time. At the end of each unit is a large list of references for further reading and investigations, followed by a set of further questions and problems.

Mr. Adell and his colleagues have set up a different procedure from that followed in most biological texts. In most biological texts reading comes first, then laboratory practice follows. In *Explorations in Biological Science* the problems come first then the student searches for further information from laboratory examinations aud from books and tracts.

The authors believe that the use of the scientific approach will cause the individual to think better. They lay before the pupil four basic principles of the scientist: (1) A scientist always tries to be accurate; (2) A scientist always tries to seek the truth; (3) A scientist always tries to be open-minded; (4) A scientist realizes that things do not happen without causes. They also emphasize good habits of study. Their first slogan is do it now and their second is concentrate. In concentration they advise putting out of the mind everything but the work in hand. They enumerate some specific points for the judging of efficiency of the study period such as: Do you have a definite time for study? When the time for study arrives, do you begin work at once? Do you have a definite place for study? Do you study alone? Is your study room free from distracting noises (radio, voices of members of the family or friends, and the like)? Do you study in a room with sufficient fresh air, good light, and a comfortable temperature? Do you keep your body fit for study (plenty of sleep, exercise, and freedom from bodily ills)? Do you wear comfortable clothing for study? Do you suppress the desire to do something else? Do you suppress thoughts of friends, parties, etc.? Do you study just one subject at a time and keep other books out of sight? Do you have your tools (reference books, paper, pencils, and the like) ready at your study time? Do you have a plan for attacking your lessons? Do you write down the main ideas? Do you fix the main ideas in your memory by recalling them? Do you concentrate on the work in hand? Reward of efficient study is more time. A Teachers' Workbook and sets of tests accompany *Explorations in Biological Science.*

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Trustees and The School Program

Realizing the importance to our schools of the Annual Convention of the California School Trustees Association, we are devoting this issue of THE WESTERN JOURNAL OF EDUCATION to special recognition of the part that trustees play in the set-up of our schools. Besides a brief sketch of the history of the Association we have the privilege of publishing papers from three school superintendents defining different aspects of their work as it relates to school trustees.

THE VALUE OF AN INFORMED SCHOOL TRUSTEE

By Vierling Kersey
City Superintendent of Schools, Los Angeles

The school trustee is a well-informed and public-spirited individual with a social-civic consciousness above the average, since it is a foregone conclusion that such is the case before he is willing to accept trustee membership. The pressures of contemporary life, the time-consuming responsibilities of business and industry make public service difficult, so that citizens who decide to contribute to community welfare through membership on boards of trustees must be better informed and more generous than their fellow citizens. Interest in the educational welfare of the children of the community is preceded by considerable understanding and appreciation of the educational needs of the community. It is generally agreed that the security and preservation of American democracy rest upon this interest of our citizens. Therefore, the fact that several thousands of public-spirited citizens are willing to contribute of their time and resources to assist toward the achievement of this end is to a great extent a demonstration of the well-informed status of the school trustee.

It is the universal belief of Americans that an adequate and comprehensive educational program is essential in a democracy such as ours. From this simple yet widespread concept has developed the modern complex program of education. Yet with all its complexity the objectives of our schools today are fairly simple. To be familiar with them is to be well informed. We have agreed upon some of these fundamental objectives in Los Angeles. They are set forth here for your consideration:

a. "Our schools have as a primary obligation the preservation and betterment of our American democracy.

b. "Our schools have as a further obligation the aiding of each individual pupil to attain the fullest educational growth consistent with his needs, abilities, and interests.

c. "The learning program to meet these obligations must be planned in a democratic way, giving due regard both to the needs of society and the needs of the individual.

d. "As educators we must constantly evaluate our achievements in terms of the resulting change and growth in individuals and in society.

e. "Our educational program cannot remain static. It must constantly adjust itself to changing conditions and must at the same time share in the continuous improvement of our American democracy."

Our forefathers found certain fundamentals to be essential to the school program of a century ago. In those days various skills were necessary for the transaction of the simple business negotiations of the frontier. The complex social, economic, industrial world today demands the addition of other educational objectives which are more fundamental to these times than the simple offerings of the last century. Now complex social relationships encourage government by group interests while complex corporate and economic organization minimizes the importance of the individual. These phenomena all have important implications for the educational program. The gigantic task placed upon the schools of today can and must be facilitated by the well-informed school trustee. The situation demands an appreciation of social problems, a knowledge of social change, an understanding of labor-employer relationships, and an appreciation of leisure time and recreational needs if the trustee or school board member is to be well informed. If he is well informed, the task of interpretation to the community and the job of administering the educational program of the community will be greatly facilitated.

Current education is a huge business enterprise involving over two hundred and seventy thousand secondary and elementary schools throughout the United States. For example, the daily expenditure in New York State alone is more than $1,700,000 a day. Fortunately, California has made considerable progress in the planning of expenditures for the educational program of this State. A uniform accounting system has made possible a comparison of school costs and school activities throughout the State. The well-informed board member will be familiar with the accounting system followed because thereby he can more rapidly become familiar with the best educational practices and policies. Furthermore, if the school trustee is well informed, school housing and the building program, the purchase of equipment and supplies, and the safeguarding of the district valuation through a reasonable insurance program will not provide sources of difficulty. Other problems such as the transportation of pupils, and the extent to which such transportation is justifiable, can be solved much more easily if the school trustee has an appreciation of the essential factors involved. Thus, if the school board is composed of representative, well-informed individuals coming from various walks of life, each can contribute to the informational background essential to an understanding of these complex business problems.

In summary, then, the well-informed school board member is fundamentally sympathetic toward the public school system as a primary obligation of the community toward the preservation and betterment of American democracy. The well-informed school trustee keeps before him the individual child and, in shaping the school policies, he attempts to make possible the fullest educational growth of this individual child consistent with his needs, abilities, and interests. The well-informed school trustee co-operates by formulating policies through which the educational program can be planned in a democratic way through the consideration of individual and social needs. With the help of the members of the profession he employs, he will constantly attempt to evaluate achievements in terms of resulting change and growth in individuals and in society. The well-informed trustee thereby will generously contribute toward the maintenance and modification of the educational program of the community and toward the continuous improvement of American democracy.

THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

By F. T. McGinnis
Past President, California School Trustees Association

Although the California School Trustees Association has been in existence but a brief eight years, any history that may be written must delve much further into the past than September, 1931, to present a true picture of its inception and growth.

More than a quarter of a century ago, school trustees realized the need for organization. Several groups, more or less closely knit, were formed in various counties, or in small, contiguous areas, for the purpose of discussing, and acting jointly upon, educational problems which were common to all of them.

Tulare, Kern, Los Angeles, Yolo, and Alameda were some of the pioneers in this movement, to mention but a few. Some existed for a brief time only. Some underwent frequent disintegration and revival; but the idea of an organization for the interchange of views and the betterment of school administration by trustees persisted.

Finally, in 1929, counties as widely separated as Kern and Alameda were included with those which met in Oakland and formed an association. This was the step which prompted Warren Stockton of Oildale to write to many trustees and county superintendents of schools, urging the formation of county groups. Interested trustees were asked to meet in Sacramento on Labor Day, 1931, for the purpose of creating a state association.

Only a handful appeared, but they represented almost a dozen counties. Warren Stockton was chosen as president and Mrs. Florence C. Porter of Bakersfield became its secretary, a position which she still fills. For two years, the officers devoted themselves to the task of telling trustees throughout the state of the aims and purposes of the association. They were asked, and aided, in the formation of county groups. A sound program, relating to school trustee problems only, was developed. The organization grew, slowly but steadily.

Under the leadership of F. T. McGinnis of Crows Landing the association sought to win the confidence and cooperation of other organizations interested in school affairs; to present a legislative program; to bring about a closer relationship between county groups and the state body. For the first time a definite legislative program was developed, and active representation was maintained in Sacramento during part of the legislative sessions.

John J. Allen, Jr., of Oakland, was the third president to direct the organization. With Mrs. Porter and the executive board, he succeeded in organizing many county groups, while carrying on the work begun in earlier years.

G. L. Aynesworth, present leader, not only continued these efforts, but assisted in writing a code of ethics for trustees to follow, a code that has been hailed as a brilliant exposition of the duties of governing boards. Today, as the result of his efforts, the California School Trustees Association ranks as one of the most active state associations in the United States, with members in nearly every county of the state, and many county units. It is influential in directing educational policies; it has admittedly improved trustee administration; and it has the respect and confidence of every one who desires the maintenance and development of free education.

The association concerns itself only with matters directly pertaining to education. It never endorses any candidate. To those two sound policies may be attributed its prestige today and its bright prospects for the future.

THE SCHOOL LIBRARY AND EDUCATIONAL PURPOSES

By J. R. Overturf
Superintendent of Schools, Palo Alto

Trustees will be interested in this presentation of the changing relations of books to the school program. The day of one textbook in each subject, furnished by the state, is far in the past. Yet some question may still linger of the need within the school of reading materials as varied and enriched as can possibly be provided. This paper will give trustees a picture of book needs that may well result in a sympathetic attitude toward book budgets.

The primary purpose of the school library is, of course, to provide in an organized and systematic manner certain present-day necessities of the classroom. Less formal procedures, in which individual differences are more fully recognized and pupil activity is given freedom, have more and more replaced the use of the single textbook, the recitation, and other traditional devices of education. These changes have required more and better books, books adapted to wide variations in individual ability, interest, and need, books readily accessible when wanted. But the school library is potentially much more than an efficient means of collecting, organizing, caring for, and distributing the abundance and variety of supplementary reading materials required by the newer methods of teaching.

The conception of education as a process not limited to school days but continuing throughout life naturally emphasizes the teaching of problem-solving methods and techniques. We recognize the fact that problems of all kinds and of all degrees of importance will continually face both child and adult, and that it is of paramount importance that he be trained to solve these problems effectively. In the solution of many of them, the library will be almost indispensable. The ability to use it is one of the most valuable things the school can teach, and the habit of using it is one of the most valuable habits pupils can form. This ability will be gained, and this habit established in no small measure, if pupils learn to use the school library in the solution of their school problems. The school library occupies the same place in the life of the school as the public library or the various special libraries occupy in the life of the grown-up world. If pupils learn to use it effectively, they will be able to use the public library in the same way, and, later, such special libraries as their needs may dictate.

If we are to teach pupils to use library resources effectively and habitually, a well-organized library program is called for, beginning in the elementary grades. Children must be brought regularly and frequently to the library environment; their experiences there must be directed and guided; they must be allowed freedom to discover for themselves the joys of reading and the unlimited treasures to be found in books, and, at the same time, they must be given planned instruction in library methods and techniques, so that they will be able to select and use books with the same facility and discrimination with which a well-trained workman selects and uses his tools. Arrangements cannot be haphazard; if the library program is to succeed, definite scheduling and a well-qualified library teacher must be provided for. Ably organized and administered, the library program will establish a love of books and a library habit which will carry over into adult years.

An environment of the greatest educational possibilities in other respects is offered also by the school library, an environment ideally suited to socializing experiences and to the accomplishment of the broad purposes of present-day education. The group activities which may be carried on there through the library program provide abundant opportunity for the development of socially desirable attitudes and habits of courtesy, co-operation, and independence.

The school library: storeroom or program? This is a question which may be raised in many schools. In the opinion of the writer, the school which lacks a library, or the school which, having one, fails to organize a program to bring pupils regularly and frequently to the library environment for directed activity in discovering and using its resources, is neglecting one of the most effective means at our disposal for training youth.

THE SUPERINTENDENT AND THE BOARD OF EDUCATION

By Charles L. Geer
District Superintendent of Schools, Coalinga

The superintendent and the board of education are partners in a grand cause. They should pull together since the superintendent, due to his training and experience has one valuable point of view, while the board, long in the community and loved and respected by the community, has a point of view a superintendent could not get if he lived in the community a hundred years.

If the superintendent will carry out plans and ideas of the board of education as cheerfully and enthusiastically as he expects the board of education to back and support the superintendent's ideas, the relation of superintendent and board will be one glad sweet song.

I tell a board occasionally, "I know as much as all the rest of you put together —but not any more than that." When the board, by majority vote, decide on a certain matter, it is the superintendent's job to carry out the wishes of the board and to be cheerful both inwardly *and* outwardly. Even when the whole matter does not turn out so well and the superintendent might indulge himself fairly in an "I told you so," he had better keep this to himself, and himself try to pick out a good alibi for the board. There will be so many more times when the board can reciprocate.

You, who are superintendents, do not urge any policy or idea too enthusiastically. If you cannot get one or two of the board members interested to take up the matter themselves, drop the policy. There are too many worthwhile things to do in which the board are interested to waste much time on a policy that is not understood or is unpopular. Do not bang your head against a brick wall even if the brick wall should be in the way. There are so many other uses you might make of your head. There are not many things worth scrapping for.

Keep your board informed. If you want to get something across, put it in writing, and have copies typed for each member of the board. You need to keep them supplied with all the information possible — any phase of school life, expenses, etc. And if you put this down in typing and give each board member a copy, you have had to see that the information is correct.

The board members are normally the finest members it is possible for the community to pick out. Normally the community will do a better job of picking these men than the board will do when they recommend a candidate to the county superintendent to fill a vacancy.

Often a board will pick one who has been in opposition to the school and the superintendent, just to give him a chance to see what he can do. This is "rough stuff" on the superintendent. I have seen this happen a number of times and am always humbled and impressed by the way all these men serve the children of their community. They may not like you at all personally, and they may have made a lot of remarks about what they would do if they had a chance for "house cleaning," but the solemn facts are that if they get on the board and find the school is running with a fair amount of success they can be counted on to give their support. They may worry other board members with fussing or questions, but their batting average of support is excellent. I have not like some of these men, but I rise in my place and salute them, every one of them. The average American citizen loves his school and will support that school and its administration. I do not know other peoples or other countries, but I wonder where else in the world one would find such devotion. I am glad I am an American.

Spending Money

As superintendent do not let the board get the idea that they will have to "hold you down" in spending money. Do not spend money stingily. I do not know of any greater waste than not having plenty of books, paper, pencils, and supplies. These do not total very much money. But there are a number of other places where the superintendent can and should act as a brake on the board in spending. Let the board crowd you in spending money, do not crowd the board.

Do not urge a policy with too much enthusiasm or the board will turn you down just to keep in practice. Here again the board should absorb a policy at its own speed and in its own way. There are many ways of keeping a board interested without putting your hand in the middle of their backs and shoving.

Keep in Practice Admitting Mistakes

In the handling even of one's own children it is a good batting average to be right seven or eight times out of ten. This leaves room for a great many mistakes. Admit cheerfully you make many mistakes, and do not try to defend teachers' mistakes. What if you or the teacher do make mistakes? It is my experience that teachers too often try to defend all of their actions. Admit cheerfully you may have been wrong, "but what of it?"

Advice to Board Members

Keep your eyes on the superintendent and your hands off. You are not baking the cake—you are judging it. Keep out of the kitchen.

Do not fuss over fly specks. It is easy to wear the superintendent out by bringing in many little worries and troubles to the board meeting. Do not listen much to petty complaints, or you will be overwhelmed by more and more petty complaints. Ask the complainer to appear before the board and superintendent, and practically none will show up. I was got out of a sick bed to meet a man who insisted that a matter was most important. After dressing, taking some Bromo, combing my hair, and appearing, I found the man had driven in five miles to see whether his child should be charged twenty-five cents for a lost gym shirt. At a time like this another Bromo and a sense of humor are both needed.

With some trustees all of the time and with all trustees most of the time, I say "God Bless Them". . . . This from a man who has for the past twenty-five years dealt with from three to five boards and who now, since he is through teaching, can say what he thinks.

Events of The Past Summer

NATIONAL EDUCATION ASSOCIATION ANNUAL CONVENTION AT SAN FRANCISCO

This great national assemblage brought some 15,000 members of the teaching profession to San Francisco and was the high light of the past summer.

San Francisco had made careful preparations for the convention, as an unusually large attendance was expected. The pull of professional interest was this year reinforced by the attractions of the Golden Gate International Exposition. The immense inflow of visitors was competently handled. The Civic Auditorium, the Opera House, the Veterans Auditorium and the large auditoriums of the High School of Commerce made a compact group of buildings to provide space for large general sessions and a complex program of special group meetings.

Delegates who were veterans of many annual conventions were enthusiastic in their praise of the convenient and ample arrangements San Francisco had made for this assembly. Special appreciation was expressed for the work of the local committee who for a year had been laying plans for the big meeting. Of this committee Archibald J. Cloud was chairman, Walter C. Schmidt executive secretary, and R. J. Barbieri treasurer. Other San Francisco teachers who were active in preparing programs were Bertha E. Roberts, Charles M. Dennis, Alice J. Farno, Charles E. Barker, Aaron Altmann, Katherine Sutter, Margaret Girdner, Lillie Lewin, Howard McDonald, Louise M. Lombard.

School children of the bay cities cheerfully sacrificed part of their vacation to provide beautiful programs of music, pageantry, and demonstration work for enthusiastic audiences. Other features of the convention that were greatly appreciated by visitors were the guest tours to regional points of beauty and interest and the afternoon of entertainment at Treasure Island. In the San Francisco Building Alice Rose Power acted as hostess to some thousand visiting teachers who enjoyed tea and sandwiches and enjoyed still more the charming program of songs and dances of a group of little Chinese children from the Washington Irving School. Delegates were also tendered a reception at the California State Building.

The tremendous program of the week offered as speakers many of the most distinguished leaders of the United States, chosen both from within and from without the field of education. Many sessions of course were devoted to themes of specialized interest to teachers. But to an even greater extent the program represented a cross section of national problems, although it is true most of these problems relate in more or less degree to the schools. Among these themes of national import were: our imperiled democracy, propaganda, relations with Latin America. Discussion of federal aid to schools, the unemployment of youth, and the high rate of youthful delinquency were continued as "unfinished business" from sessions of recent years, and apparently will go on into the future as business that is still far from solution.

The decreasing birth rate and the movement of our population into the later decades of life began at this conference to present itself as a defined menace to the schools, a menace involving decreasing allocation of funds for a decreasing school population while the allocation for increasing needs of the aged inevitably follows the changing population curves. Teacher tenure and its problems still offers topics for serious discussion.

On the more technical side of teaching procedures one was aware in the week's program of the increasing emphasis on the use of radio and moving pictures in the classroom. Most interesting programs were devoted to the demonstration of these developing techniques.

This new emphasis was also apparent in the immense exhibit of instructional materials which filled the floor of the Civic Auditorium. The school book publishers as always had splendid displays of their valuable contributions to the materials of education. But the observing visitor was quickly aware that the center of interest was the exhibits of sound and visual recordings. Sound especially dominated the entire exhibit hall. Eleven firms contended valiantly for the air with amplified recordings. The resulting effect gave visitors the effect of entering the Gayway of Treasure Island as they passed the doors of the exhibit hall.

One of the most striking demonstrations of the convention was that of the American Seating Company, whose exhibit of the enduring qualities of their products added the needed percussion note to the "symphony" of loud speakers. Heavy sand bags thumped steadily and determinedly on school seats—to no avail. They took the punishment and asked for more. Various other impacts and strains tested and demonstrated the excellent construction of school furniture and added their rhythmic racket to the convention air.

So the many phases of the convention week reflected accurately the contemporary American scene, and no doubt contributed through its vast expenditures of energy toward the solution of contemporary American problems. For that, in sum, was the announced purpose of this great assemblage of 1939.

AMERICAN LIBRARY ASSOCIATION CONFERENCE IN SAN FRANCISCO

June 18-24 was a week filled with delightful activities that held the interest not only of professional librarians but of a far larger public that loves books. The actual programs of the conference were planned for the professionals. But the splendid library exhibit that filled the wide spaces of Polk Hall and Larkin Hall in the Civic Auditorium was a magnet to all who use books as tools or as instruments of pleasure. It was a rare privilege to stroll through the long aisles of publishers' exhibits and to see fresh from the presses the new books of the hour.

The range of topics discussed at general and section sessions was as wide as life itself, since books and their custodians reach into every phase of human relations. To school people certain sessions were of special interest, sessions devoted to that large common ground where school and library meet and work together.

The county library, an integral part of our school system in California, presented an interesting section program, under the leadership of Clara B. Dills, San Mateo County Librarian and chairman of the County Libraries Section, and the section secretary-treasurer, Mrs. Elizabeth Singletary, Santa Clara County Librarian. California county librarians were represented among the speakers by Gretchen D. Knief, Kern County Librarian.

One of the most active groups in this

great national assembly was that of the school librarians, who had prepared a program of seven meetings filled with lively discussion as well as valuable formal presentations. In the last meeting of the section Margaret V. Girdner, Supervisor of School Texts and Libraries, San Francisco, gave a picture of growth, through co-operation and local leadership, in school work. Helen Heffernan, of the California State Department of Education, spoke on the topic, "What Rural School Library Service Means to Rural Education." This talk was delightfully illustrated by a moving picture of children in the schools of Colusa County availing themselves of library opportunities. The film was made by Miss Heffernan herself. Its charming naturalness and efficient continuity suggest that our Division of Elementary Education may soon qualify for recognition in the field of picture production.

Latin America, beautifully represented in the exhibit by books from the southern republics, was represented also on the program by speakers from Brazil and Puerto Rico, and from our own universities.

Radio and films not as rivals but as collaborators with libraries, gave presentations of their contribution in giving life to books. Parent education and general adult education tied in their aims and efforts with the service of libraries.

So this great professional gathering brought to school people values nearly as important to them as to librarians.

Robert Rea, Librarian of the San Francisco Public Library, was chairman of the local committee which planned so successfully for the San Francisco Conference. Margaret Girdner, chairman, and a committee of local librarians, were responsible for the many entertainments, visits, and tours which added so much pleasure to the conference week.

SCHOOL LIBRARY ASSOCIATION

The School Library Association of California has not waited for the opening of school to start the work of the year. It has already been hostess to the school section of the American Library Association at the convention of that association in San Francisco in June, by sponsoring a breakfast at Aquatic Park, an afternoon meeting at the Empire Hotel, and a luncheon on Treasure Island. The California association also sponsored a booth for the joint committee of the National Education Association and the American Library Association at the N.E.A. convention in July.

The officers for 1939-1940 are: President, Miss Edith V. Titcomb, Woodrow Wilson Junior High School, San Jose; Secretary, Miss Marguerite Grayson, Mission High School, San Francisco; Treasurer, Miss Fay Tunison, Long Beach Junior College, Long Beach; President of the Northern Section, Miss Jessie Boyd, University High School, Oakland; President of the Southern Section, Miss Hazel Zimmerman, Jordan High School, Long Beach. The president of the association has also been elected a director in the school section of the American Library Association, and secretary of the Department of Secondary Education of the National Education Association.

Plans are now being made for the annual state meeting which will be held October 28 and 29 at Paso Robles Hotel.

EDITH V. TITCOMB

CONFERENCE ON CULTURAL RELATIONS WITH LATIN AMERICA

Dr. Ben Cherrington, Chief of the Division of Cultural Relations, Department of State, Washington, D. C., was one of the distinguished visitors to San Francisco during the past summer. The Division which he heads was created after the Lima Conference as a clearing house for the many kinds of contact between the American republics by which the program laid down at the Conference might be increasingly effective. Its activities are outside the field of politics but include all kinds of projects planned for the exchange of music, art, and literature, and of materials in the field of science, agriculture, forestry, etc.

Dr. Cherrington was one of the most interesting speakers at the National Education Association Convention and brought to the attention of that great body of teachers the important part that schools must play in the program of co-operation among the American republics. Following the convention a conference was called at International House, Berkeley, at which Dr. Cherrington was the principal speaker. Dr. Herbert Ingram Priestley, Department of History, University of California, was chairman of this meeting. The large group in attendance represented a cross section of the educational world of the Bay Region. Teachers, administrators, and librarians, from college, high school, extension, and adult education faculties were eager to hear and to offer suggestions by which our schools can best co-operate with this program of interchange of culture. Radio and films, newspapers and journals, were also represented as well as the Pan American Society and the Institute of Pacific Relations.

One of the best and most practical contributions to the discussions was given by Madame Labarca of the University of Chile, who spoke on the exchange of scholarships and of visiting teachers.

As an outcome of this inspiring meeting a committee has been appointed by Dr. Priestley to continue in the Bay Region the work of coordinating efforts towards closer relationship among the schools and other institutions of the American republics.

ELEMENTARY PRINCIPALS' CONFERENCE

The Department of Elementary School Principals, N.E.A., held its third annual conference on elementary education this year in Berkeley, California, July 8-21. The conference was sponsored by the University of California under the direction of Dr. George C. Kyte, Professor of Education and Director of the University Elementary School, University of California. This third conference is representative of the swiftly developing strength of the elementary principals' organization under the efficient guiding hand of Eva G. Pinkston, Executive Secretary of the Department.

Each conference has been held immediately following the N.E.A. and upon invitation from an adjacent University. The first meeting was held at the University of Michigan at Ann Arbor, 192 principals attending. The second meeting was at New York University, with 197 present. This third meeting at the University of California had a registered attendance of 370, 160 of whom were from California and 210 from about forty other states. Over 500 attended each lecture, many regularly enrolled summer session students auditing the lecture series. We haven't made up our minds yet whether it was the World's Fair or the remarkably fine program sent out well in advance that brought such a jump in attendance over last year. But we do know that the conference did not lose out to the Fair!

The plan of the conference included directed observation in the University of

California Summer Demonstration School, of which Gladys Potter is the principal, and Dr. John A. Hockett the director. Two hours of observation were followed by general assembly addresses on vital subjects such as Reinterpreting the Three R's, Extension of Experience Through Books, and Elementary School Experiences Involving Self-Control. The afternoons were divided into study and discussion groups which were divided into eight sections.

Irvin Wilson, an elementary principal of La Grange, Illinois, was elected President. Maude A. Rhodes of Atlanta, Georgia, was the retiring president. The Department of Elementary School Principals has 6100 members and is growing fast.

SCHOOL EXECUTIVES' CONFERENCE

The School Executives' Ninth Annual Conference, held under the auspices of the University of California Summer Session, July 10 to 21, drew an attendance of about eighty school men, coming from Tacoma, Washington, on the north to San Diego on the south, and from New York City and Raleigh, North Carolina, on the east, to San Francisco on the west. The longest trips to the conference were made by Florence Shulman, assistant principal from New York City, and Ethel E. English, Supervisor of Directed Teaching at Meredith College, Raleigh, North Carolina.

States represented were: California, Utah, Oregon, Washington, Idaho, Arizona, Indiana, Colorado, Illinois, Iowa, Minnesota, Montana, North Carolina, and New York. Utah's fourteen representatives were the highest number from any one state with the exception of California. Utah has been next to California in representation at University of California summer sessions for several years. Superintendent P. M. Nielsen, of Tooele, Utah, is a veteran of the conference, having been in regular attendance for the past six years. A California veteran of the conference is T. L. Whitehead, Woodland elementary school principal, who has attended seven out of the nine school executives' conferences that have been held.

Other members of the conference who had attended previous sessions included: Dr. Alfred Christensen, superintendent of schools in Lindsay, California; L. P. Farris, principal of Oakland High School; R. R. Hartzell, principal of the Red Bluff Union High School; Ray Hitch, principal, Wheatland High School; Superintendent Forest V. Routt, Martinez; and Frank A. Bauman, dean of San Benito Junior College, Hollister.

Each year the School Executives' Conference is held in recognition of the fact that many superintendents and principals can not stay away from their duties for regular summer sessions. The Conference is an intensive two weeks' session for the presentation and discussion of executives' problems by specially qualified instructors. This year's program included such notable educators as: Helen Heffernan, Chief, Division of Elementary Education, State Department of Education; E. W. Jacobsen, Superintendent of Schools, Oakland; Frank N. Freeman, recently appointed Dean of the School of Education, University of California; R. E. Rutledge, Principal, Merritt Business School and Central Trade School, Oakland; Howard McDonald, Deputy Superintendent in Charge of Personnel, San Francisco; Irving G. Breyer, Administrative Adviser, Legal Department, Board of Education, San Francisco; and F. W. Hart, Professor of Education, University of California, and director of the School Executives' Conference.

STANFORD CONFERENCE ON EDUCATIONAL FRONTIERS

The full week of inspiring sessions with inspired leaders which has of recent years made the Stanford campus each summer a place of pilgrimage for teachers, this year was abbreviated to three days. In other ways also the Stanford Conference was handicapped by the close proximity in time and place of the immense convention of the National Education Association, and perhaps by the counter attractions of Treasure Island.

The publishers' exhibit, always an interesting feature of conference week, this year was omitted, presumably because there would not have been time to pack up the exhibits at the N. E. A. convention hall and reestablish them at Stanford in time for the conference.

A number of distinguished names were on the visiting faculty list, but the brief session lacked the feeling of new ground broken, new horizons opened, which has in other years made the conference week a memorable event.

The topic unifying the three days was "Educational Frontiers." Dr. Howard W. Odum of the University of North Carolina made the opening speech, defining the part that education must play in the new American frontier, the frontier which is the advance line of conflict between our old culture and the new forces of our mechanized civilization.

One of the liveliest sessions was devoted to the conflicting ideas on the nature of intelligence, its biological limitations versus environmental influence. Dr. Terman and Dr. Stoddard, of the Iowa Child Welfare Research Station, debated the issue with such wealth of data on each side that the listening layman was left with a hopeful impression that almost anything might happen to anybody and probably it would.

Charles H. Judd, Director of the Educational Program, National Youth Administration, spoke on "The Youth Program of the Federal Government."

Many out of state educators attended the Stanford Conference this summer, among them, our nearest state superintendent—in point of actual miles from the Stanford Campus to the State House—Miss Mildred Bray, State Superintendent of Public Instruction for the State of Nevada.

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COMPTON SUPERINTENDENT HONORED

Scott Thompson's outstanding work in educational and literary fields was recognized early in June when Lake Forest University of Illinois conferred upon him the honorary degree of Doctor of Letters. Lake Forest University is one of the most distinguished and richly endowed colleges of the middle west.

Dr. Thompson received his A. B. degree from Lake Forest University in 1904 and has done graduate work under G. Stanley Hall at Clark University, Worcester, Massachusetts, and at University of Wisconsin, University of South-

Scott Thompson

ern California, and Pomona College. He served as principal and superintendent in the Wisconsin and Illinois schools, and was professor of biology in the Indiana State Teachers College. In Pasadena he organized the first night school and later was principal of the South Pasadena High School. He was elected principal of the Compton Union High School in 1916 and is now president of the Junior College and superintendent of the Compton Union Secondary District. He organized the Compton Junior College in 1928, and through his efforts the 6-4-4 plan was established in 1930, with five junior high schools and a junior college in a union secondary district.

Some of Dr. Thompson's first publications were *Writing* and *English Drills*, widely used throughout the United States. Many of his articles have been published in the *Junior College Journal*, the *Sierra Educational News*, the *Yearbook of the National Society for the Study of Education*, and other education magazines.

Two outstanding and original contributions to educational literature produced under Dr. Thompson's leadership are the *Hopes of Every Age*, the first non-technical school report of its kind, and a departure from school catalogs of the past entitled the *College Plan*. This has been written for students and parents and is unlike old style catalogs which were hardly comprehensible to faculty members themselves. Both these publications have attracted wide attention, and inquiries for them have been received from many institutions and school systems throughout the country.

The conferring of the degree of Doctor of Letters brings honor not only to Dr. Thompson, but also to the community and district he serves. The fine work he has accomplished has brought Dr. Thompson and the Compton Junior College recognition from all parts of the United States.

WORLD CONFERENCE OF EDUCATIONAL ASSOCIATIONS

Conference on the High Seas

"One by one the lights of civilization are going out." Twenty-five years ago these ominous words sounded a knell throughout the world of international culture. Today after two decades of nominal peace the knell still echoes mournfully in the hearts of men of good will, men who, hoping against hope, have never let go their faith in a world of friendliness that knew no national boundaries.

This summer of 1939 saw one more high hope gone into the shadow of eclipse. The biennial congress of the World Federation of Educational Associations was scheduled to meet in August at Rio de Janeiro. The announcements read, "It is expected that several thousand educators will meet in Rio at this time." It was a reasonable expectation. Thirty-eight nations had sent delegates to the last congress, held in 1937 at Tokio. They numbered well into the thousands.

But no educators at all met in conference last summer at Rio de Janeiro. A few, some seven hundred, met on a ship out beyond Brazilian shore limits, and carried through the program they had planned. But the great and beautiful city was closed to them *as an international group*.

Why? Because Brazil has been so harried, so disturbed, by special groups seeking to penetrate her social and political structure with special doctrines derived from foreign sources that in self defense she has enacted laws forbidding to groups of foreign nationals the freedom of meeting, as such, within her territories. A law is a law. It was to her own regret that in the terms of her law she had to exclude even such a desirable group as the school teachers of the world. But this was the unexpected by-product of that effort to disseminate in other lands ideologies essentially national and political which has so disturbed the countries of the western hemisphere.

Instead of the conference in Rio, the seven hundred educators on the ship Rotterdam enjoyed a goodwill cruise. Most of this group were from the United States. Seventy were from Canada, two from Japan, one from England. They were the guests of the schools of Buenos Aires, Montevideo and Rio. In this group John C. McGlade, deputy superintendent of schools, San Francisco, was a prominent member, acting as chairman in sessions devoted to secondary education. Mr. McGlade was keenly interested in the opportunity to see the schools of the South American states at work, and it is to him that we are indebted for comments on the events of the goodwill cruise.

The cities which were ports of call received their visitors with all the warmth of traditional Latin hospitality. Visits to schools in session, beautiful programs of music and demonstrations of physical training and other phases of the school curriculum left the North American school people with an impression of a splendid program of education going on among vital peoples, under competent leadership.

On the return trip the Rotterdam headed for Puerto Rico and three days were spent enjoying the delightful hospitality of the island, at San Juan, in sessions of the Federation at the University of Puerto Rico at Rio Piedras, and in touring the island as guests of the University.

Mr. McGlade was specially interested in an institution in San Juan called "El Templo del Maestro." This building serves as the center of the professional life of teachers. Headquarters for teacher organizations, offices, adequate rooms for conferences and for group festivities are provided in "El Templo." Mr. McGlade was wistful that in American cities similar facilities for professional teacher activities might be provided.

Western School News

Edited by MORRIS WAGNER

LOS ANGELES CURRICULUM DIRECTOR RETIRES

Dr. Madilene Veverka, after twenty-eight years of service in the Los Angeles schools, and eight years as director of elementary curriculum, retired last June at the close of the school year.

We say "retired" because that is the conventional term, but of all words it is probably the least accurate to describe the new phase of life into which Dr. Veverka is entering. The Los Angeles school people had a better word for it. They called it "Commencement"—the farewell breakfast that marked the end of old duties and the entry into new activities.

"I have been on the firing line since I was fifteen, when I taught my first school," she said to that group of old friends and associates. "This last week, its last days, were no less thrilling than were those first days in a sod school house with a dirt floor, in a canyon of Wyoming. My zest and enthusiasm have not diminished. It's great to finish thus."

Los Angeles has been fortunate to have had that "zest and enthusiasm" for so many years in the service of her schools. In the curriculum division Dr. Veverka's outstanding contribution perhaps has been her organization of the program of primary reading. The problems involved in introducing the child to the written word were problems especially near to her interest, and her contribution in this field has been unique and valuable. She has served the State of California since 1935 as a member of the Curriculum Commission.

For the past two years she has been active in organizing California chapters of the national educational honor sorority, Delta Kappa Gamma. She has twice been elected state president, and expects to devote more time to the interests of this sorority in the future.

The briefest glimpse into the biography of this naturalized American educator gives a clue to the source of her gifts as a school leader. She was born in Czechoslovakia, and lived her earliest years in her grandfather's home, a manor home, the center of an agricultural community. Her childhood was rooted in the soil, in a life that is molded by the necessities of the earth and its care, in the traditions of an old and stable culture.

But her later childhood and youth was spent in the midst of the stark hardships of western pioneering in the United States, hardships heroically met and overcome by the immigrant family, who, as naturalized citizens, homesteaded land and struck root once more in the soil. Children bore their full share of the bitter fight for survival. The winning

Madilene Veverka

of an education in the face of almost insuperable difficulties was for Madilene Veverka a campaign into which she threw all the force of indomitable determination.

Working, studying, teaching, and working, she made her way through high school. Opportunity at last opened before her when she enrolled in the Greeley Normal School in the days of its outstanding leadership in progressive educational movements, at the turn of the century. Many of the faculty of that time have helped make educational history. In this environment Dr. Veverka received the inspiration which did much to shape her own contribution as a leader in our schools.

Armed with a degree in pedagogy from Greeley, she spent the ensuing years as classroom teacher and county superintendent, in New Mexico and Colorado. As always, her summers were devoted to study. Chicago was in this period the center of new approaches to the teaching philosophy, and here in many summer sessions Dr. Veverka caught the vision of such men as Judd and Stanley Hall.

In 1911 she came to Los Angeles, and again as teacher, supervisor, and administrator, gave to the schools of the city inspired devotion, continuing through all these years her untiring study of the philosophy and methods of education. Summer sessions and one sabbatical year at Columbia netted her a degree in sociology and later a master's degree in education from that university.

In 1930 she returned to her native land, and enrolled in the University of Prague. Here she won her doctor's degree in the department of philosophy. Her thesis dealt with the philosophy of the approach to reading, as basic to the whole philosophy of education. Coming back to Los Angeles in 1931, she was appointed Director of Elementary Curriculum.

Few leaders in our American scene have brought to their work a background of experience as rich and significant as that which was built up by the vicissitudes of Madilene Veverka's life. None were more ardently devoted to the land to which their service was given. But few indeed could look at our culture, our problems, with the balancing vision of an older, deeper culture than our own. Few of our native born have experienced in their own lives the stark epic of our western pioneering. Few realize, from their own difficult adjustments, the tragic problems of our millions of citizens whose roots were torn from far off soils.

All that was best in Europe's culture, all that was bravest and most typical in the American spirit, met and fused in the contribution of this indomitable teacher. It is a great loss to the Los Angeles system that she is leaving her post "on the firing line" so soon. But the gain will be to the larger cause of education. Retiring long before the dead line was crossed, Dr. Veverka will bring to new activities a mind at its prime, keen, enthusiastic, and tireless, but disciplined by rich and varied experience. THE WESTERN JOURNAL OF EDUCATION greets the turning point with its heartiest "Vale atque Ave!"

DR. FREEMAN ADDRESSES SAN FRANCISCO TEACHERS

"Activities themselves must be organized," said Dr. Frank N. Freeman, as he talked to San Francisco teachers in what was really his inaugural address as well as the feature of the teachers' annual institute. It was Dr. Freeman's first appearance before a professional group since his appointment as Dean of the School of Education, University of California, succeeding Dr. W. W. Kemp who has retired. In this first address Dr. Freeman felt that teachers would be most interested in his philosophy of education.

"We can't go into the classroom each day and say, 'Well, children, what are we going to do today?' " said Dr. Freeman. While there may have been too fine divisions of subjects in the past, there is a danger of too much emphasis on "right attitudes" today. Right attitudes without skills are of little use.

Dr. Freeman grew up in Southern California, and went to a preparatory school which later became the Chaffey Junior College. He is best known for his guidance in the teaching of handwriting and collaborated with Miss Bertha E. Roberts, deputy superintendent of San Francisco schools, in the preparation of a text on handwriting which is now in general use throughout the United States, and the adopted text of the State of California. Dr. Freeman comes to his present position from the professorship of educational psychology at the University of Chicago.

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The annual conference of the California School Supervisors Association will be held in San Jose, October 1-4. The program of this conference will center about a statement of "Major Educational Principles," a report, now in printed form, of a committee of the association. This report is the outcome of contributions from local sections of the association and of reports from the faculties of state colleges. In its final form it represents extensive participation throughout the state. It is hoped that school systems will make the report a basis of study and will implement it with illustrations. Reprinted from the *California Journal of Elementary Education*, August, 1939, the report is available from the California State Department of Education.

GLADYS L. POTTER APPOINTED PRIMARY SUPERVISOR AT LONG BEACH

Gladys L. Potter, who has served as Assistant Chief, Division of Elementary Education, in the State Department of Education since January 1, 1932, has accepted appointment as supervisor of primary education in the Long Beach City Schools.

Before her service in the State Department, Mrs. Potter was Assistant Superintendent of Schools and Rural Supervisor in San Bernardino County. She has had a broad experience as an elementary and junior high school teacher and as an elementary school principal. During the summer sessions of 1937, 1938, and 1939, Mrs. Potter's work as Principal of the University of California Demonstration School at Berkeley has attracted nationwide attention.

With Paul Hanna and William S. Gray she has recently written *Without Machinery*, a social studies book in the

Gladys L. Potter

Curriculum Series published by Scott, Foresman and Company. Mrs. Potter is a member of the National Committee on Science Education and is Vice-President of the Department of Rural Education of the National Education Association.

During her seven years of service in the State Department of Education she has established herself in a position of outstanding educational leadership. Her many friends will be interested in the new area of service she is entering. Long Beach is fortunate in securing a woman of Mrs. Potter's personality and professional prominence.

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ALAMEDA'S EDUCATIONAL GUIDANCE CENTER

"One of the best summer sessions ever conducted" in the estimation of Alameda's city superintendent of schools, William G. Paden, was the Educational Guidance Center held in Alameda August 7 to September 1. Featured at the Center this year was the Reading Clinic under Dr. Emmett A. Betts, well-known specialist in the field of reading from Pennsylvania State College. Among the highly trained assistants selected to work with specialists in clinic work were: R. E. Lee, principal of the South Ward School, Brownwood, Texas, and Miss Willie Faye McElroy of the same school system, an expert technician with remedial training devices.

A second feature of the Center this year was the Arithmetic Clinic conducted by R. T. Neideffer, Director of Elementary Curriculum, Bakersfield City Schools. Children needing help were handled by clinical procedure: diagnoses of difficulties were made and cause of retardation determined before methods of teaching were applied. Mr. Neideffer is the author of a series of fundamental helps in the teaching of arithmetic which have clarified problems in the teaching of this subject.

Many demonstrations were given this year by the director of the summer session, Mrs. I. Lucile Stewart. Before coming to California ten years ago Mrs. Stewart had established a reputation in the east as a lecturer and demonstration teacher.

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Romberg's most popular operetta, *The Desert Song*, will open at the Curran Theater, San Francisco, September 18, with the same great cast that appeared in this production several seasons ago. Perry Askam and Elvira Tanzi head the company of sixty. Cecil Stewart, the producer, promises a new elaborate production with ten scenes of colorful splendor. Performances are at 8:30 nightly, and matinees will be given Wednesday and Saturday at 2:30. Theatergoers from San Francisco and outlying districts should not miss this opportunity to see a remarkable stage presentation at bargain prices.

Library News

Edited by MABEL R. GILLIS, State Librarian

At this time of year libraries are just past the difficulties of compiling annual reports. The following article describes the uses made of the information gathered in these reports.

IN BLACK AND WHITE

By Grace Murray
Editorial Librarian, California State Library

"What is black and white and read (but it sounds like *red*) all over?" Succeeding generations of children learn to pipe out this first conundrum, apparently with never diminishing glee. And their answer is always, "A newspaper!" Library reports find their way into newspaper columns at frequent intervals, while librarians try to assure themselves that the public will have the time and interest to see that they, too, are "read all over."

Records and Figures

In most libraries, daily records of activities are kept—not so personal and intimate as the "dear diary" sort of thing, but quite detailed in calculations and objective views of library functions. The monthly and annual tallies of figures are frequently accompanied by notations of the librarians' retrospective consideration of accomplishments and evaluation of library conditions. It is in reprints of, and quotations from, these records that library statistics most often get before the public eye.

Bald figures can be very misleading though. In June of 1938 the State Librarian issued a statement that more than 5,500,000 Californians, she estimated, then had access to about 200 free public libraries in the state, of which the combined book collections amounted to approximately eleven million volumes. During that year a total of nearly forty-five million books, she announced, were circulated from those public libraries; and the library expenditures totalled in excess of five million dollars. This, of course, was still not accounting at all for the hundreds of school, law, and special libraries of many sorts. In the dozens of clippings returned to the State Library from printings of this release only one bore the title "Libraries Circulate Forty-five Million Books in Year." What headed the others? "Library Service Costly," "Libraries' Loans Cost 11 Cents Each," "State Spends 11 Cents to Loan Out Each Library Book." What about those numerous services other than lending of books that one demands of libraries? Are they not to be divided into these total expenditures too?

Yes, bare figures frequently paint an inaccurate picture for the public. Misinterpretation is very likely to follow unless there is given adequacy of detail to provide a background for the totals set in print. For this reason librarians are apt to disagree with the contention of some Hollywood publicity experts that *any* mention in print of one's activities is better than being ignored by the newspapers. So it is that librarians support official collecting of library statistics, by means of which one is more sure of finding all the facts about an individual library or any group of such institutions.

It is the duty of the California State Library, by law, "to collect and preserve statistics and other information pertaining to libraries, which shall be available to other public libraries within the state applying for the same." So the State Library takes special care to "collect and preserve," and many libraries within the state and without call on it for information. Annual report forms are sent to California libraries each June, with the request that they be filled in and returned to the State Library as soon as possible after the close of the fiscal year. Forms for county and municipal library reports cover several printed pages. Those for all other libraries are printed on postal cards. California library law requires that public libraries send in such reports to the State Library each year. The force of courtesy and professional interest is relied on to bring in the card reports from other libraries.

News Notes of California Libraries

Information reported then is checked and worked over into a compilation of statistics published as the October issue of *News Notes of California Libraries*, in which the State Library aims to include up-to-date information on libraries in California except elementary school and church libraries and those which belong to private individuals and are not open for public use. While the bulletin is published quarterly, the State Library has found it necessary, during the recent years of restricted printing budgets, to delete almost all library news from the January, April, and July issues except the quarterly report of the State Library itself and the list of books and other publications added to the library collection during the preceding three months.

The annual statistics number of this publication, distributed to an extensive mailing list, gives in detail current statistics on the distribution of books and the availability and use made of other reading material and of library services in more than a thousand libraries in California and about four times as many branches and deposit stations. It tells about each of the 200 county, municipal, and district libraries in the state, of well over 500 libraries in California educational institutions, of law libraries, of association, subscription and institution libraries, and lists professional organizations and California library schools. From such statistics one can, for instance, tally up the circulation during the fiscal year 1937-38 to show the lending of more than forty-six and a quarter million books from California libraries. They account for State Library service to nearly 4200 blind borrowers, for gifts and bequests to libraries in the state that range from bouquets of fresh flowers sent in to brighten reading rooms to a bequest of $10,000 "for the use and benefit" of a southern California public library, and to the public donation by one club of hundreds of books in Italian as "an effort of the organization members to express their love for this country and the community in which they live."

The record of library conditions and activities includes many a bit of human interest. One northern public library has a reading room in which, according to the building donor's provisions, men may wear their hats, smoke, and put their feet on the tables. A small library in the south has derived part of its income from "billiards, pool and baths." Several California libraries, one finds, have instituted the use of telegraph company messengers to make deliveries of library books to shut-ins. One library features open house and a cheery welcome to wayfarers on Christmas Day. Others tell of educational activities in their communities by means of radio programs, musical concerts, book reviews, summer reading

clubs, county fair exhibits, instruction to school children, and of the establishment of tiny branch libraries in one corner of a trailer house or of a remodeled wood shed or of a village post office where people want books to read.

Uses of Statistics

It is the use to which statistics can be put, of course, that determines their value. The annual questions about what libraries have and what they are doing with the means at hand are asked so that information may be available for comparing library services and standards within California and also in relation to those of other states and nations. Not long ago a set of the published *News Notes of California Libraries* was shipped away off to South Africa, at the request of the University of the Witwatersrand at Johannesburg. More often, of course, there come requests from nearer home—about a single phase of library service or practice, or for figures on definite items such as income, new library buildings, circulation from libraries serving communities of a certain size, and very often questions about library salaries. Occasionally, too, there comes the request for a comprehensive survey of certain statistics on public libraries from the records of several years. After hours spent in compiling information to answer such a request, it is certainly hoped that the statistics are all put to good use for the making of a better library world.

Problems in regard to the collecting of library statistics for official publication center around three objects: currency of news, accuracy of information, and uniformity in methods of calculating totals in separate libraries. The first of these is an ever-nagging problem, and it has proved really difficult to keep information in the annual publication about California libraries quite up-to-date. Most public libraries, fortunately, always send in their annual reports. Many of the hundreds of school and special libraries also report regularly. The difficulty comes from the few, who for one reason or another do not compile annual reports and with whom the State Library staff finds it impossible to make personal contacts. Checking of other professional publications, and subscription to a clipping agency for library items in California newspapers are tremendous helps, of course, in gathering current information to supplement that which comes in by means of annual reports from libraries.

Local Avenues of Publicity

News Notes of California Libraries is by no means a publicity outlet for individual libraries and could never replace newspaper publicity on timely library news and events. It is the publication to which one turns for detailed statistics on libraries throughout the state. Librarians rely on the local journals to tell the public about new books, to remind people of the availability of library services both usual and unique, to comment on needs for funds and buildings, and for the printing of many sorts of explainable facts and figures where "he who runs may read." And no less do librarians look to newspapers to learn public reaction to a library and its place in the community. Editorial comments, letters from subscribers, reports of city council meetings, of budget adjustments, and of the results of bond elections—all these tell a librarian to what degree she is making the local library an institution satisfactory to its supporting community. Newspaper releases tell a tale of general interest. Supplementing each other then, for use of both the public and the library profession, are these very different outlets for publication of library news and records.

NEWS NOTES

Althea Warren, librarian of the Los Angeles Public Library, was awarded the honorary degree of Doctor of Literature at Mills College in June.

* * * * *

Thirty-one librarians of the Southern District, California Library Association, prepared subject bibliographies for use in the Annual Institute of Government held at the University of Southern California in June. Miss Olive Ryder, of the Los Angeles County Public Library, served as general chairman of the Committee on Bibliographies.

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The University of Washington held its fourth annual Institute of Government at Seattle, July 12-14. The Washington Library Association co-operated by having a library section for which Eleanor Hitt, Assistant State Librarian of California, was consultant. The practical problems connected with library finance and contracts for library service were very thoroughly discussed.

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Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE PRESIDENT'S MESSAGE

By G. L. Aynesworth

In closing my second term as President of the California School Trustees Association, there is a genuine feeling of regret that I shall soon be disassociated from the many friends and co-workers with whom I've had such pleasant experiences. Trustees and educators alike have been most cordial and co-operative. It seems to me that there is a kindlier and more helpful attitude existing between teachers and governing boards. Our Association's work has tended to develop a better understanding among persons connected with the management and conduct of the schools. This is only prophetic of the fine co-operation which will develop from more frequent contacts. Vainly do I long to remain with you, but I must step down and out and yield my place to another leader. My thoughts and kindly solicitude will be with those who will carry on the work of our Association.

Legislatively speaking, our Association did some good work at the recent session of the Legislature. We sponsored two bills. Both were passed by the Legislature almost without opposition. One provided for automatic accrediting of our Association. The other authorized governing boards to defray the expenses of board members in attending trustee and educational meetings. Although the bills went through the Legislature without serious opposition, the Governor vetoed the measures. Perhaps he would not have disapproved them, had he thoroughly understood the need for the same. Effort should continue on the measures until they finally become the law.

Our association with The Western Journal of Education has proven most beneficial. Our members look forward to its monthly arrival with eagerness, that they may know what is being done and accomplished by the Association and trustees generally.

The Journal gives a lot of information on general school matters of importance to trustees. If the Journal can arrange a Superintendents' Department and Classroom Department, it will become a most excellent medium for mutual understanding and co-operation among these groups.

Many city superintendents and county superintendents have done much to aid in building up the work of our Association. The county superintendents have realized the value and importance of the work of the Trustees Association, and in those counties where there are active county units, they have been a material help and assistance to the county superintendent in his work. We hope that the trustees, by mutual co-operation and understanding, can render more efficient service, and aid teachers and superintendents more efficiently in carrying on the school program.

During the last two years there has been a further development in several high school districts of the practice of calling the teachers and trustees together at reasonably frequent intervals for discussion of school problems. Usually a light meal is served, and a spirit of good fellowship prevails. We are anxious that such a practice shall be developed in each and every high school district in the state. At these meetings, of course, the teachers and trustees of the elementary districts should be present.

DEMOCRACY AND UNSELFISHNESS

Recently there appeared in the *Foothill School Bulletin* published for the Monrovia-Arcadia-Duarte High School District, an article by J. Warren Ayer, former superintendent of the district, entitled "Democracy and Unselfishness," a part of which we quote here. The thought expressed seems particularly pertinent as we reopen our schools in California for another year of work and study, and realize that at the same time thousands of English and European children will be denied the chance for education for many months to come, if present conditions continue:

"Democracy in the United States has stood the test for one hundred and fifty years—or has it? We are now finishing the celebration of the sesquicentennial of the Constitution. Have the purposes affirmed at the inauguration of George Washington in 1789 been maintained? Washington at Valley Forge, Lincoln at Gettysburg and Lee in the hour of defeat at Appomattox Court House exemplified the fundamental principle which must actuate the citizens of this Republic if it is to endure as a free democracy—unselfish patriotic service.

"We observe much that is contrary to the only basis upon which democracy can exist—unselfishness and fair play. Our natural resources are wantonly wasted, our streams are polluted, our highways become shambles, and boys and girls are denied their birthright of a fair chance in life. Many who would work lack the opportunity, while thousands who could earn their way are preying upon the state and upon the resources of the thrifty and industrious. To correct these conditions is to remove a cancer now gnawing at the very vitals of our free institutions. *Our schools seek to teach those virtues necessary to good citizenship. They must redouble their efforts, but unless millions of American people begin to work unselfishly and to play the game of democracy according to the rules, anything which parents and schools may do will not suffice.* Parents, teachers, American citizens, we must practice unselfishness and fair play and see that others do so. We are the keepers of the torch of liberty for the whole world."

SCHOOL CROSSING SIGNS

News items have recently appeared stating that with the co-operation of the National Youth Administration school crossing signs of the "Safety Sally" type were being furnished to school districts in certain parts of the state.

The State Board of Education at its January, 1939, meeting adopted a regulation prohibiting the purchase or acceptance thereafter by school districts of school crossing signs which did not meet the specifications of the school crossing sign developed by the Division of Highways of the State Department of Public Works. Signs of the "Safety Sally" type definitely do not meet such specifications.

The regulation of the State Board of Education was adopted to provide for a uniform sign throughout the state and to eliminate school crossing signs of a type which constitute an unnecessary hazard to motorists and to pupils. The regulation of the State Board of Education does not affect school crossing signs in use prior to the adoption of the regulation.

TEACHER ATTITUDE TOWARD THE WAR

The outbreak of war in Europe has created for American teachers the problem of keeping mental equilibrium in the schools. Superintendent Virgil E. Dickson of Berkeley, in the following statement to teachers, is one of the first to take steps to prevent too emotional an attitude toward the war.

"In this period of war hysteria and propaganda I suggest to all teachers and principals that we show the greatest possible poise and steadiness in our daily work with pupils. It would seem wise to keep at a minimum the discussion of war news and war propaganda before the children. I think it also wise to avoid the use of the radio in the school for listening to war news or war affairs. We should all hold our war emotions in check until we have time to understand what is going on and to get a fair perspective of our own duties and responsibilities in this period of crisis.

"I am calling a committee of teachers to make recommendations regarding the developments in world affairs with reference to their use in our school work. A bulletin from this committee will be in your hands soon."

Recommendations which have now been made by this committee are:

"Since the President of the United States has addressed our people, promising to do all that he can to keep us out of the European war, and since he has issued his proclamation of neutrality, it is especially incumbent upon all teachers to exercise in the classroom great care as regards a discussion of the war. A special responsibility in this respect rests upon us because of the particular relations we have with young people.

"We are asked by the President to be neutral in all our words and actions in order that we may not be drawn into the fearful holocaust that now engulfs Europe. To assist in attaining this objective your committee offers the following suggestions:

"1. That no war news or comments of any kind regarding the present European war be heard over the radio on school premises, unless the President of the United States is speaking.

"2. That we offer no opportunity in our classes for an expression of opinion as regards the war, one way or the other; and especially that we seek to avoid highly controversial issues arising from the war situation.

"3. That we check and recheck, with exceedingly great care, all facts and reports which we care to use; and where facts are used, that no bias be shown.

"4. That emphasizing American political, economic, and social questions will help to divert the minds of our pupils from the war situation. This is a most opportune time to help our children to appreciate the meaning and values of democracy.

"5. That the European crisis offers a fine opportunity for us to do some genuinely constructive work toward universal peace, approving of arbitration and other peaceful methods, and condemning war as a means of settling international difficulties.

"6. That we be calm, and seek to control our emotions and speech whenever the war is mentioned."

* * * * *

Delano elementary schools (Kern County) will reopen this year with a staff of thirty-two teachers, an increase of two over last year. Trustees of the school have given much time this summer in supervising various changes and the remodeling of several buildings, and all furnishings and equipment have been put in first class order for the beginning of school. An increase of ten per cent has been noted in the attendance of the past two years, and a similar increase is again expected this year.

* * * * *

O. J. Backus, President of the Mohave Board of School Trustees, and Principal Dean Neilsen, have arranged a school day for elementary pupils which will consist of eight forty-minute periods, with five minutes intervening for changing of classes. This arrangement will afford students full advantage of the fine new gymnasium and swimming pool recently completed on the school campus, which is proving one of the most popular additions to Mohave's rapidly growing school district.

* * * * *

The Oceanside-Carlsbad Union High School Board of Education (San Diego County) will soon complete a new $22,000 addition to its plant, built under the direction of Superintendent Dr. Ralph I. Hale. A steady growth in attendance has made additional classrooms necessary, and September 18 will see the opening of all day and evening sessions. Gardner Barnard, Jr., is president of the board.

GUIDE TO PURCHASING AGENTS

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Modern School Room Lighting.
245 Market Street, San Francisco.

The White Motor Company.

White and Indiana Trucks and Busses.
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Western Asbestos Company.

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675 Townsend Street, San Francisco.

The Eureka Board of Education announces the retirement of George Albee, after many years of faithful and successful service as superintendent of city schools. The Board has chosen J. Warren Ayer, formerly district superintendent of Monrovia-Arcadia-Duarte High School, to succeed Mr. Albee as superintendent.

* * * * *

Inglewood city schools recently published a *News Bulletin to Parents* descriptive of the general plan of administration in Inglewood. This is one of the most complete leaflets of its kind which is available.

Ninth Annual Convention of School Trustees

The Ninth Annual Convention of California School Trustees will be held September 28 and 29 in the Hotel Leamington, Oakland.

From the opening address on Thursday morning until the adjournment of the convention Friday evening, every address and discussion will bring a vital message to school trustees, whether from large or small school districts. Recent laws passed by the 1939 Legislature will be available for study and discussion. Pupil-transportation and its many problems will be discussed by members of the State Advisory Committee on Transportation. Occupational adjustment, and the part which school boards may play in the placement of graduates, is another important topic. Efficiency in school management and kindred topics will also be discussed.

The annual banquet will be held Thursday evening at the Hotel Leamington, when clever entertainment is promised by the committee.

A free automobile trip over the University campus and through scenic parts of Oakland and Berkeley, leaving guests at Treasure Island, is promised for Saturday morning.

Saturday, September 30, is School Trustees Day at Treasure Island.

COME TO YOUR OWN CONVENTION

September 28 and 29

OAKLAND

ATTORNEY GENERAL'S OPINIONS

Classification of Teachers as Permanent Employees in Unified School Districts.

Where an elementary district and a high school district were merged into a unified school district on July 1, 1936 (under Part VI of Division II of the School Code) and the average daily attendance of the district during the school year 1935-1936 (sic) was, and since has been, in excess of 850, teachers who had been employed for three consecutive school years either entirely in the unified district or partly in the former districts were entitled to permanent tenure upon their election for service in May, 1938, by reason of School Code sections 2.2100, 2.2101, and School Code section 5.500. (A.G.O. NS1668, May 10, 1939.)

Liability for Bonded Indebtedness of Districts Forming Union Elementary School District.

Where two elementary school districts are united under the provisions of School Code sections 2.230-2.236, one district does not become liable for a proportionate share of the bonded indebtedness, School Code section 2.71 not being applicable to a district unionization under a procedure where a majority of voters by voluntary action accomplish the formation of the union district (citing Section 18, Article XI, Constitution; People v. Hanford High School District, 148 Cal. 705; People v. San Bernardino High School District, 62 Cal. App. 67; Attorney General's opinions Nos. 10827 and 10305). (A. G. O. NS1644, April 25, 1939.)

Right of Board to Prohibit Private Teaching by Teachers.

Under School Code section 2.984 the governing board of a school district may prescribe and enforce rules not inconsistent with law or with those prescribed by the State Board of Education for the government of the schools under their jurisdiction. A rule adopted by the governing board of a school district prohibiting a teacher employed by the board from engaging in private teaching after or during school hours is not in conflict with any law or any rule of the State Board of Education, but the reasonableness, and therefore the validity, of such a rule is doubtful in the absence of some indication of a connection between the rule and the government of the schools. (A. G. O. NS1628, April 17, 1939.)

FORMATION OF A NATIONAL COUNCIL OF STATE SCHOOL BOARD ASSOCIATIONS

Complete arrangements for the formation of a "National Council of State School Board Associations" will be announced at the Annual Convention of the American Association of School Administrators to be held next February in St. Louis. The new council will include state associations now functioning, and assist in the formation of such organizations in states not having such educational groups. A principal activity will be a more concerted effort to equalize educational opportunities in the various states. John J. Allen, Jr., of Oakland, and Mrs. I. E. Porter of Bakersfield, are California members of the National Committee, whose chairman is Francis Brady of Providence, R. I. Dr. N. L. Englehardt of Columbia University serves as Adviser for the committee.

SCHOOL BUS REGULATIONS

Subdivision 1 of the statement entitled "School Bus Regulations" issued by the California State Department of Education under date of April 26, 1939, as published on pages 108-109 of the May, 1939, issue of *California Schools* is hereby corrected to read as follows:

1. On all new school busses the purchase of which is contracted for after May 15, 1939, the entrance and exit door will be deemed to be directly within the view of the school bus driver, as required by subdivision 6 of Section XI of the State Board of Education Regulations Governing Pupil Transportation, only if the most forward part of the entrance and exit door opening is not located to the rear of a line drawn crossways of the bus immediately back of the driver's seat.

* * * * *

Trustees Participate in Summer Sessions

Seeking to further the acquaintance of school board members with teachers and administrators, speakers from the C. S. T. A. participated in the summer session programs of several State Colleges, the University of California, and Stanford University. The value of co-operative endeavor for school development, and the acceptance of mutual problems, formed the basis for these discussions.

* * * * *

New Labor Enactment

September 19, 1939, a new law known in the recent Legislature as AB 1570, which amends Division III of the Labor Code, becomes effective. A Labor Commission to be appointed by the Governor will direct co-operation between labor unions, the labor board, and secondary schools, in arrangements for apprenticeship training of high school students. This new law is regarded by persons interested in vocational work as giving the needed impetus to practical courses now open to high school students. California is one of the first states to adopt this new type of legislation.

Joint Educational Course

During the summer months Buel F. Enyeart, superintendent of Burbank schools, presided at an unusual gathering of several hundred persons when "Certificates of Work Accomplished" were presented to some 450 young men who had successfully completed the joint educational course of the Burbank school system and the Lockheed Company. Great interest is manifested in these very practical vocational courses which are conducted under the joint sponsorship of the Lockheed Corporation and the Burbank board of education.

* * * * *

San Francisco Schools Open

With San Francisco schools among the first in the state to open for the new year, the San Francisco certificated staff held its Institute August 28 in War Memorial Opera House. C. Harold Caulfield, president of the board of education, opened the program with an inspiring address expressive of the feeling of friendship which has been steadily growing in the entire school department during the past few years. Commenting briefly on possibilities of war in Europe, Mr. Caulfield continued: "Tomorrow we start a war with enthusiasm in the schools of San Francisco, a struggle against ignorance, malice and bigotry, the only battle we shall ever fight on American soil." The session also marked one of the first public appearances before school people of Dr. Frank N. Freeman, newly appointed dean of education at the University of California, to succeed Dr. W. W. Kemp, retired.

* * * * *

Change in Term of Office

Authorized by a recent election, the terms of office of each of the five members of the San Diego Board of Education have been extended from four to six years. The individual terms are arranged so that not more than two will be elected at any one time, thus avoiding the issue of a change in majority control at any one election.

First day of school

DON'T LET IT BE A DAY WHEN

SCHOOLROOM SLOUCH

BEGINS

Urge your schools to provide posturally correct school seats

SCHOOLROOM SLOUCH is now a recognized threat to the health and welfare of school children.

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Los Angeles, Calif.

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Book Reviews

From the McGraw-Hill Company

THE WORLD OF INSECTS, by Carl D. Duncan and Gayle Pickwell. Price, $3.50. It is always a special pleasure to open a new book, sent for review, and to find it the work of near neighbors and friends. Dr. Duncan and Dr. Pickwell are well known to California school people, both through their years in the classrooms of San Jose State College, and their contributions to the State Department *Science Guides* which find their way into every school of the state. They are known to a far larger circle through the important books they have published both for advanced science students and for the general

Carl D. Duncan, Professor of Entomology and Botany

and

Gayle Pickwell, Professor of Zoology,

San Jose State College

reader. *The World of Insects* seems to be planned for both these groups. It is not so technical as to be obscure to the reader who is not an entomologist. Its lively interpretations of insect life and its beautiful illustrations give the book compelling interest to the average person who is just aware of a vast unknown world of small creatures surrounding him. It is not a classified guide to the orders of insects. It is organized around a number of topics, illustrated with instances from the various orders. Some of these topics are "How Insects Grow Up"; "Insect Foods and Feeding Habits"; "How Insects Are Protected"; "Insect Voices"; "Social Life Among Insects"; "Insect Control."

From the Los Angeles City Board of Education

TENTATIVE BUDGET, 1939-1940. A large-sized attractively illustrated bulletin for distribution to Los Angeles tax payers to give them a lucid account of their school finances. This is an admirable example of public relations technique. The accompanying letter, addressed to the Los Angeles citizen and signed by Superintendent Kersey, concludes: "Your constant desire to be intelligent about the schools which public money supports is the reason why we present this information."

From the Gregg Publishing Company

GENERAL RECORD KEEPING, by George H. Dalrymple and P. Myers Heiges. Price, $1.20. A nontechnical bookkeeping course that emphasizes personal-use values. Easy approach through projects of everyday activities. Simple treatment throughout. Gives bookkeeping fundamentals. One-year text for the ninth to eleventh grades. Accompanied by an inexpensive workbook for each semester.

YOU'LL LIKE TO WRITE LETTERS, by Virginia Young. Price, 60c. A supplementary text for English or business letter-writing courses. Intensely practical. The author is correspondence supervisor for a large business concern. Uniquely illustrated.

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Founded in 1895 by Harr Wagner

Official Bulletin of the California School Trustees Association

The Annual Conference of City, County and District Superintendents of Schools is called by the State Department of Education for the general purpose of coordinating educational policies. Such a conference makes it possible for us to exchange ideas and formulate plans in the interests of all the schools of the state.

We meet neither as theoreticians nor practitioners; philosophers nor administrators; idealists nor executives. We meet as educators whose theory must of necessity be practical; whose philosophy must be workable; and whose ideals must be attainable. In short, the modern educator recognizes that his work involves more than a program of education for today. He must look into the future and determine, if he can, something of the nature of the needs of civilization twenty-five or fifty years from now. He must at all times be aware of the trends of society in order that he might help give direction to them in a way that will make for constructive development. He must be a person of vision, conviction and courage.

Walter F. Dexter
State Superintendent of Public Instruction

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October, 1939

Two Primary Books of Real Life Content for Supplementary Reading

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

President
JOHN F. BRADY
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Box Q,
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
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Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

In these parlous times when the elements match in their changing tempos the violence of the airways or the blackness of the headlines the trade of school teaching seems to have become an occupation almost pastoral in its calmness. We say this reservedly, for as we have visited schools from coast to coast even the battling of teachers and principals with out-of-step children has a mildness in it not entirely in keeping with the times.

We have noticed one decided effect of the war in Europe upon a majority of the people we contact. That effect is that while the turmoil of Europe is constantly in the background of each individual's mind each one is hesitant to be the first to start a conversation regarding the European war and its probable influence upon the national life. The causes of this reticence may be based upon several factors. First, the constant crises on the radio and in the newspapers of the past year may have dulled one's appreciation of the seriousness of the times, or since there is such a varied opinion as to the causes of the controversy one does not want to get into an acrimonious argument, or one just wants to forget the whole state of affairs. At any rate school people are going about their job of teaching school and are leaving it to the politicians and editors and radio commentators to settle the affairs of state. Presumably, if worse comes to worst, the schools will become a force for the indocrination of our side of the controversy. A historical perspective upon the rise and decline of nations during the past five thousand years might be an easement of the situation, but we doubt whether the man in the street knows much about it, and probably he cares less.

Arthur Shull has been appointed to the principalship of the Modesto high school, Modesto, California, for the current year.

Modesto, California, the county seat of Stanislaus County, is one of the biggest small cities in the country. Stanislaus County is one of the richest agricultural counties in California. Its variegated farming ranges from that of cattle raising and dairying and wheat growing in its western portions to that of tremendous production of deciduous fruits, peaches, plums, apricots, in its middle sections. It has great acreages of melons in which casabas, Persian melons and cantaloupes predominate, almonds are grown in the foothills. All of which together make the county seat a bustling business center doing an amount of commerce all out of proportion to its size.

As in most of the San Joaquin Valley towns residences are on streets shaded by leafy trees with lush gardens and lawns that are most appealing. In education Superintendent J. H. Bradley has been in charge for the past decade or more. Under his guidance aided by a far-sighted board of education and an appreciative citizenry has been developed a well-rounded school system. It is comprised of a junior college now enrolling around 1100 students; 1975 pupils are in the high school, and some 3400 children in the elementary schools.

This past July a new step was made in creating an evening junior college with Harold Ouimet as principal. This evening junior college will enroll students for regular college work toward a degree as well as those taking individual courses for their own betterment. This new organization is to have all adult education classes routed through its offices with individuals enrolled in either the graded or ungraded classes.

Another departure is the stressing more than ever of parent education classes. The nursery school this year is to be set up as a laboratory for the mothers of the children enrolled. The mothers work six hours per week, three hours as staff members helping with the instruction and three hours in class work, studying the problems of child education. This activity learning program with its laboratory technique is scheduled also for parents of children in the kindergarten and first grades.

The curriculum of the Modesto Junior College has been expanded this year to include many courses of vocational nature. One of the reasons for the inaugurating of these courses is the fact that an airplane factory employing several hundred persons is to open in Modesto this coming year, and the college is planning to train workers for its shops. Vocational courses to be given include those of machine shop instruction, automotive repair, drafting, sheet metal work, carpentry and mill work, painting, and decorating, vocational agriculture and farm engineering.

Clarence A. Brittell, district superintendent of the Hollister grammar schools, Hollister, California, for the past several terms, has succeeded R. B. Haydock as district superintendent of the Oxnard grammar schools, Oxnard, California. Mr. Haydock retired this last summer after half a century as a school man in Ventura County schools, where as head of the Oxnard system and a member of the Ventura County Board of Education he made an enviable reputation as a schoolman favoring solid educational principles. Mr. Haydock has the record as far as we know of being a member of a county board of education in California for the longest period of time—his term has covered some four decades. Mr. Brittell comes to his new

job a seasoned school man, with the work he has done at Hollister vouching for the continuance of a fine educational program in Oxnard.

Ray Adkinson, superintendent of Orange County schools, at Santa Ana, California, increased his supervisory forces this last July by adding a secondary curriculum department. He appointed L. T. Simmons, district superintendent of the Laguna Beach schools, Laguna Beach, California, to head up the new department as secondary curriculum director. Mr. Simmons will have in his province the curriculum development work of grades nine to twelve. J. D. Hayes, who was appointed to the elementary curriculum directorship last year, will continue with his work in charge of grades one to eight.

Changes in Orange County administrative jobs were several this past summer. Charles W. Lockwood from San Jacinto, California, succeeds L. T. Simmons as district superintendent of the Laguna Beach schools. George N. Hale from the Azusa schools, Los Angeles County, goes in as district superintendent of the Tustin grammar schools. Don S. Danner, one of the building principals of the Orange City schools, Orange, California, succeeds C. I. Thomas as superintendent. Mr. Thomas returns to his former position as principal of the largest school in the system. Carl E. Gilbert, a principal of one of the Buena Park schools, was promoted to the district superintendency, when R. H. Upton took over the San Gabriel district superintendency.

Frank W. Wright, superintendent of the El Monte grammar schools, El Monte, California, continues to have the fastest growing school system in California. Owing to the subdivision of ranches in the school district and to the opening of the El Monte Federal Small Homes Tract families with children keep moving in. Improvements of the summer include the making of the main business and administrative offices into a suite separate from that of the educational offices of the Central School. All administrative offices have been made sound proof with the use of celotex. Mr. Wright is paying great attention in all classrooms now to sound control as well as heat and light control. Thirty-nine classrooms were re-decorated. The ceilings to the top of the windows were made white while the walls of the different rooms were given different pastel shades of daffodil, peach, tan, blue, and green. New Venetian blinds were placed at all windows. Calcium chloride was placed upon all playgrounds for the settling of the dust, and a new loading zone for the busses was made off the street. In the educational field Mr. Wright is now appointing heads of departments to have general charge over the work in each department. In the primary field Mrs. Dorothy Soeling has been made supervisor of primary teaching. In her work she will coordinate the reading program and aid pupils in need of separate instruction.

Charles D. Jones, district superintendent of the Baldwin Park schools, has charge of another one of the Los Angeles County school systems that is having a phenomenal growth. Since Mr. Jones took over a few years ago the school population has doubled. In the neighborhood of 1300 pupils are enrolled this term. One of the decided improvements of the past summer was the completion of the Kenmore Avenue School of the Baldwin Park system. This new school now comprises the first section of a plant that eventually will include twelve rooms and auditorium. Six classrooms have been made ready now with administrative offices, nurse's room, storeroom and cafeteria, and kindergarten. The school is situated upon a five-acre plot and to date has cost $25,000 for the building and $5,000 for equipment. The building is most attractive in design, being of one story, L in shape, with outside portico corridors. The walls have been painted a soothing blue green that blends in delightfully with the lawns outside. The classrooms, designed with the activity program in mind, have a section with sink, gas, and electric outlets, and cupboard space available. In addition, each primary grade has an outside cemented patio of approximately twenty-four by forty feet with shrubbery and a fence between patios for outside activity work. The floors are of asphalt tile and tubular tables are furnished for the lower grades. The kindergarten room is large and fitted for the activity program. Heating is of the individual unit type for each classroom automatically controlled.

Since the departure of J. Warren Ayer from the Monrovia city schools, Monrovia, California, upon his acceptance of the superintendency of the Eureka, California, schools, a reorganization of the administration of the Monrovia schools has been effected. Dwight M. Lydell has been made superintendent of the Monrovia city grammar schools, while A. K. Wilson has been made superintendent of the Monrovia-Duarte-Arcadia union high school district.

Mr. Lydell assumed his new position July 1 of this year, having been for the past three years assistant superintendent and business manager of the Monrovia system. Mr. Lydell will have charge of seven schools enrolling around 1700 pupils. These schools are comprised of five 1-6 grade schools, one 7-8 grade school, and one 1-8 grade school. Another innovation has been the making of a fine administration building out of a non-used school building at 122 Lindwood Avenue. This building includes administration offices, warehouse, workshop, and an auditorium for teacher and parent-teacher groups. Mr. Lydell comes into his new position very well acquainted with problems of the Monrovia system. He, in addition, has had some ten years' work as supervisory principal in the San Diego city schools. He has taught at Nevada City, California. He is a graduate of Chico State College and has done advanced work at Pomona College and at the University of Southern California.

Mr. Wilson assumed charge of the Monrovia high school July 1. The superintendency was a merited promotion after twenty-two years' service in the same school. Mr. Wilson came to Monrovia in 1917 as a teacher under A. R. Clifton, then Monrovia city superintendent, now superintendent of Los Angeles County schools. In 1919 he was made vice-principal of the school, a position he has held for the past twenty years. From the educational angle Mr. Wilson is well grounded. While a specialist in mathematics he has taught nearly all the high school subjects. He came to Monrovia as coach of the four major sports, football, basketball, track and baseball. He came to California originally from Oregon. He is a graduate of the Portland high school. He has his B. S. from Pacific College at Newberry, Oregon. His M. A. is from the University of Southern California. Special emphasis of the current school year will be a stress upon curriculum revision and guidance work.

Western School News

Edited by MORRIS WAGNER

MABEL CARNEY SURVEYS CALIFORNIA RURAL EDUCATION

California rural education is tops, and the State Department of Education leadership in this field may take bows and receive orchids. This is the judgment of the nation's foremost rural educator, Mabel Carney, who has distinguished Teachers College at Columbia for twenty-one years in her position as Professor of Rural Education. Your true educator can never tear himself away from education, and Miss Carney is beginning a sabbatical which promises to be a busman's holiday. She is surveying rural education throughout the United States and comparing progress made in California with that of other regions. Thus far the survey has been very flattering to California.

Miss Carney visited California's most truly rural sections under the gracious guidance of the chief of the division, Helen Heffernan. "I wanted to show Miss Carney the *really* rural sections of California," says Miss Heffernan. "Many of the regions which are called 'rural' are actually 'suburban.' So we went north."

At Manzanita Lake, Lassen National Volcanic Park, September 18, forty leaders in the Northern Section, California School Supervisors' Association, heard Miss Carney discuss conditions in rural education throughout the United States as compared with California. Counties represented were Butte, Yolo, Mendocino, Colusa, Glenn, Lassen, Modoc, Tehama, Shasta, and Siskiyou.

The setting for this meeting couldn't have been more "really rural." Miss Heffernan relates that while Miss Carney was talking chipmunks scampered about, a California king snake glided almost at their very feet, and along came two deer to look the situation over, finally deciding that there was nothing of deep and enduring interest in this for them. "Too highbrow for our antlers" they were heard to mutter as they fled the erudite gathering.

From Mount Lassen Miss Carney went to Marin County, speaking again on aspects of rural education, and from there to the University of California at Los Angeles and Fresno State College, since one of her objectives is to gain a picture of teacher education throughout the State.

Besides being the most outstanding rural educator in this country Miss Carney has been called to Africa twice as a consultant in setting up programs of education for native peoples. She is deeply interested in negro education in this country, and has stimulated expenditure of enormous sums of money in the form of foundations to improve all southern education but particularly negro education. She has assisted in planning programs of school building, teacher education, and supervision. California extends a big welcome to her.

AIR-MINDED CALIFORNIA EDUCATORS ATTEND IDAHO INSTITUTES

California's star educators have their heads in the clouds in more ways than one. It's a lofty set of ideals they work by, and they travel the air ways as well. "I hope to be able to take all my long trips in the future by air," says Helen Heffernan, who made a recent flying trip to Idaho where she and other California educators took part in the institutes of the fifth and sixth districts.

Last year Idaho sampled California's brand of education when Helen Heffernan participated in regional institutes. Evidently the sample was much to Idaho's liking, for this year a return engagement was requested. The group which flew with Miss Heffernan from Sacramento to Pocatello included: Dr. J. Paul Leonard, Stanford University; Lillian B. Hill and Gladys L. Potter of the California State Department of Education; Vivian Borgman, Pasadena City Schools; and Leo B. Baisden, Assistant Superintendent of Sacramento City Schools. Mr. Baisden is a pilot in his own right.

In Pocatello, where the group landed, the annual Fifth District Convention of the Idaho Education Association was held September 28 and 29. The Sixth District of the Association held its Institute in Rexburg, September 29 and 30. The most interesting section of each of these meetings was a forum session, with Miss Heffernan as chairman, at which the subject for discussion was "A Modern School in a Democratic Society." The audience was much impressed by the town-hall atmosphere of this meeting, and the rapid give-and-take of the discussion was inspired perhaps by the variety of social groups represented—a business man, a minister, a housewife, an attorney, and a doctor, exchanging views with the Californians. All were liberal in opinion, and the meeting was a fine demonstration of what can be done to further understanding of educational purposes when people of varying walks of life come together.

The only difference of opinion came when the local people voiced their objection to the domination of the secondary school over the lives of children at that level. A variety of club activities so monopolizes the life of the high school youth at night that he has no time left for home and community activities. The discussion fairly established that the parents do have a bit of a case in not wanting their children to devote so much time to school activities.

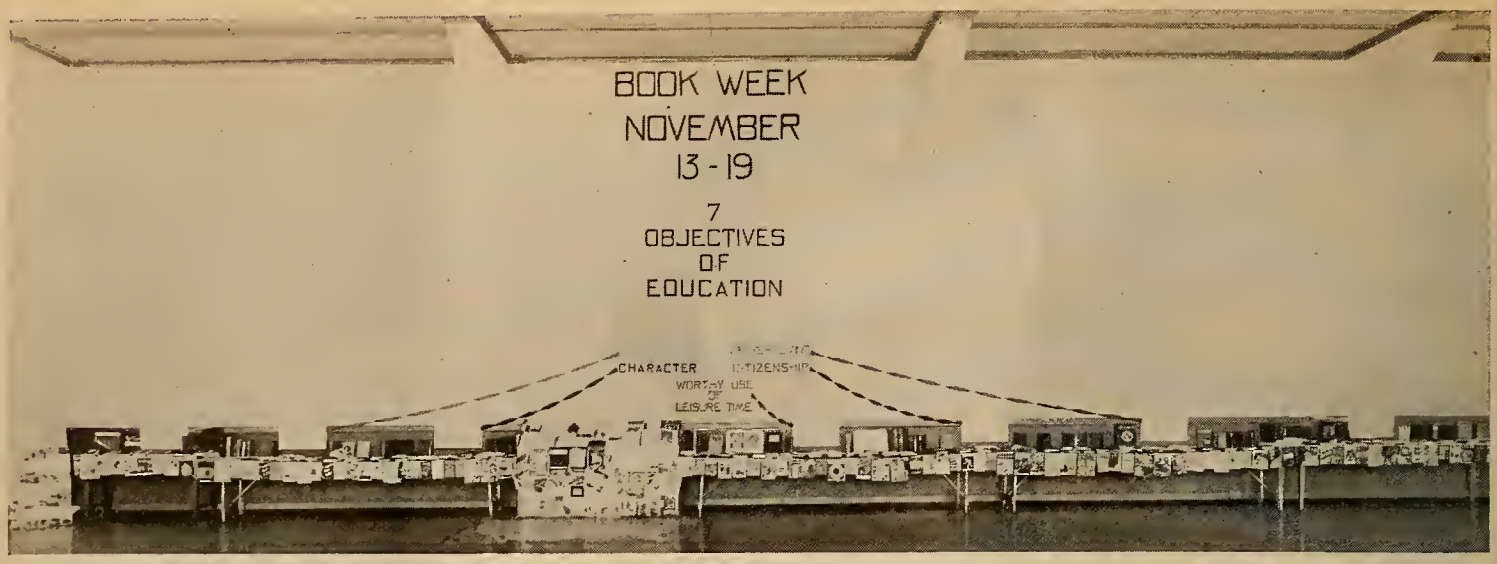
Idaho has a tremendous problem in the support of education, Miss Heffernan reports. Far too heavy a load now falls upon the localities, and teacher salaries in some cases are as low as five hundred dollars a year. While there is good leadership in the field of elemenatry education in the State Department under Mrs. Minnie D. Bean, the program of education is seriously limited while basic problems of support remain unsolved. As yet Idaho has nothing comparable either to California's rural or city supervision.

Miss Heffernan will return to Idaho this month to participate in the regional meetings at Boise and Twin Falls. She will attend also the regional meetings to be held in Oregon. All of these activities outside the field directly under her supervision constitute part of the California chief's vacation.

DR. MELBO ACCEPTS UNIVERSITY APPOINTMENT

The Alameda *Superintendent's Bulletin* announces: "Dr. Irving R. Melbo, Director of Curriculum for Alameda County Schools, has accepted appointment as Assistant Professor of Education at the University of Southern California, Los Angeles. He succeeds Dr. William H. Burton, who goes as Professor of Education to Harvard University.

"Mrs. Ethel S. Ward will assume Dr. Melbo's duties as curriculum director. Dr. Melbo will continue to be associated with the County Office in an advisory capacity as a curriculum consultant."



ACTIVITIES FOR BOOK WEEK

With National Book Week again at hand (November 12-18) readers may be interested to review one of the better exhibits held last year in recognition of this occasion. The above photograph shows the exhibit held in the auditorium of the Lincoln Street School at Red Bluff during American Education Week, November 6-12, and Book Week, November 13-19. The exhibit was planned and executed by Ralph W. Ciaffi, Librarian; Miss Verginia Edmiston, art teacher; Miss Gladys Ingalls, kindergarten teacher; James T. Kilkenny, shop instructor, and Homer F. Aker, District Superintendent.

The seven objectives of education were listed, each on a different poster and each in different color. The color scheme was uniform from the lettering on the large poster through the streamer to the respective table decorations. At the lower end of each streamer was a poster subdividing each respective objective. Below and around this poster were grouped books appropriate to the objective. Some of the books lay open at appropriate places.

Thumb-tacked to the edges of the tables were book jackets of appropriate books which might have been displayed. This arrangement, together with the books on display, made possible a maximum display in the limited space.

The objectives of education listed were: command of tools of learning; worthy home membership; health; better living; character; citizenship; and worthy use of leisure time. Subdivisions under worthy home membership were: parental respect, responsibilities toward children, peaceful atmosphere, attractive environment, and cultural environment.

Margaret Girdner, Supervisor of Texts and Libraries, San Francisco, is co-operating with Joseph Henry Jackson, literary editor of the *San Francisco Chronicle,* in an interesting project for Book Week. Mr. Jackson will compile for Sunday, November 12, a Book Week section of the *Chronicle* with reviews and illustrations from current children's books. The most important feature of this section will be a "Graded Check List" of the best children's books of the season, prepared by Miss Girdner.

While this annual Book Week section has been a feature of the *San Francisco Chronicle* for some years, this year for the first time the entire section will be reprinted for distribution to schools and libraries. Requests for this booklet have already been received to the number of fifteen thousand. The check list in itself is a feature of special value, as Miss Girdner has a well established reputation as an authority on children's literature.

TITLES CHANGED

Dr. Bernice Baxter and Dr. William R. Odell of the Oakland School Department have had their titles changed from "Director of Instruction" to "Coordinator of Instruction." The titles were changed in accordance with a needed modification of emphasis in the educational program.

The Oakland system has always put into practice the best modern thought in the field of curriculum. In line with this practice the emphasis is now being placed upon the evaluation of the total effectiveness of the educational program in terms of actual achievement and growth.

Doctor Odell is carrying out this work in the senior high schools and Doctor Baxter in the junior high and elementary schools.

LATIN AMERICAN COURSES IN SAN FRANCISCO SCHOOLS

The San Francisco School Department through Edith E. Pence, Director of Curriculum, has introduced this fall into the Polytechnic and Mission High Schools a course on Latin American civilization. It is a six months' course, and is being given on an experimental basis. It is expected, however, that within a year the course will be extended to the other high schools in San Francisco.

The growing recognition of the vital importance of our relation with the South American countries, and, therefore, of our understanding of these peoples, inspired the introduction of these courses which will give students an opportunity to study the background and the present day problems of the Latin American civilizations.

John C. McGlade, deputy superintendent in charge of junior and senior high schools, has visited South America, and during his visit he took part in educational conferences, and Miss Pence attended the Lima Conference. Miss Pence also took an active part in the "Conference on Cultural Relations with Latin America" which was called last summer during the visit of Dr. Cherrington, Chief of the Division of Cultural Relations, United States Department of State. At this conference plans were discussed by which the "Good Neighbor" program of our government can be furthered. The San Francisco Schools have co-operated in the program not only by inaugurating these courses in Latin American civilization but also by sponsoring through the fall a series of dramatic presentations at Treasure Island, portraying the customs and arts of the Latin republics. The high schools of the city have so far given programs that have included eight nations.

LEO BAISDEN LECTURER AT UNIVERSITY OF TEXAS

Leo B. Baisden, Assistant Superintendent of Sacramento City Schools, lectured for six weeks this summer at the University of Texas in the Department of Educational Administration. Mr. Baisden conducted two groups of graduate students, one in The Organization and Administration of the Elementary School, the other in Public School Supervision. Summer school enrollment was over five thousand, indicating that the University of Texas exercises a very vital educational leadership.

Mr. Baisden writes: "There is a very evident spirit of substantial scholarship and a progressive outlook in educational matters. The State Department of Education in Texas is carrying on a vigorous program of educational work.

"In many things the Texas schools have not achieved as high a level as the California schools. Despite the wealth of the state of Texas, they have not been able to organize their educational legislation to provide the substantial type of financial structure for education which we have developed here in California. The evidences of this fact are definite in such matters as poorer school buildings and equipment, poorer development of library facilities, less effective organization of curriculum programs, except in the large cities, and far lower teachers' salaries.

"Another striking difference is observable in the fact that Texas has not adopted widely the consolidated type of high school district. As a consequence, there are many more small high schools with relatively high unit costs and of necessity with poorer equipment than would be found in our high schools."

The following notice concerning the death of Dr. E. I. Miller was sent by J. D. Sweeney, member of the Tehama County Board of Education:

"As you know, he was for many, many years, at the head of the history department of the Chico State College. In 1902 he was president of our Northern Association. For many years he served as a member of the Northern Council and also of the state council. He was a man of fine parts, high ideals, and set a splendid example before those who sat at his feet as students. He was among the foremost as a teacher of history and allied subjects, and his death is a distinct loss to education."

SPECIAL NOTICE

SCHWABACHER FREY COMPANY

announces its appointment as exclusive distributors of the Milton Bradley Company school and kindergarten supplies and art materials in the States of California, Utah, Nevada, Arizona, Territories of Hawaii and Alaska, effective October 16, 1939.

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We now carry complete stocks of Milton Bradley
KINDERGARTEN SUPPLIES
SCHOOL SUPPLIES
ART MATERIALS

Schwabacher Frey Co.

San Francisco - Los Angeles

"Teaching and Current World Conditions"

Vierling Kersey, Superintendent of the Los Angeles City Schools, has sent out to his teachers a bulletin under the title quoted. Social studies teachers are faced today with a classroom problem so acute that they will welcome guidance into a path that will not evade highly emotional issues but will deal with them rationally and constructively. We quote a few sentences from this bulletin with regret that space does not permit a full reprint.

"Teachers will choose to keep their own personal reactions to the present situation in the background."

"Teachers will strive to help students think clearly and fairly. Teachers will endeavor to protect from thoughtlessness or unfair comments any of their students who belong to less favored, to minority, or to attacked groups."

"It will be necessary for teachers constantly to develop for themselves and their pupils adequate backgrounds and understandings of current events."

"An excellent opportunity arises at this time for a comprehensive study of the meaning of propaganda and ways of detecting it."

"Desirable social attitudes, such as tolerance, understanding, and patriotism, come to be immediately and constantly before us for constructive emphasis."

"Radio, a very valuable and especially timely aid to effective teaching, should be widely but discriminatingly used."

Milton Bradley Notice

The following notice has come to the JOURNAL: "The Milton Bradley Company announce the appointment of Schwabacher-Frey Company as exclusive distributors of their school supplies and art materials in the States of California, Utah, Nevada, Arizona, Territories of Hawaii and Alaska, effective October 15, 1939. Our salesmen will continue to call on you in the interest of the Bradley materials as in the past, and Schwabacher-Frey will carry complete stocks of our goods in both their San Francisco and Los Angeles divisions. We take this occasion to thank our many friends for their loyal support and fine co-operation during the many years that this office of the Milton Bradley Company has been in operation, and trust the same pleasant relations will continue with our new distributors."

The JOURNAL learns with pleasure that the staff of the Milton Bradley Company will continue to represent the firm in the West. The head of the western office, Lester Van Nostrand, came to San Francisco forty years ago. He brought with him two trunks full of Milton Bradley stock, and from this beginning he built up the business of his firm in the western states. His many friends will be glad to know that his relations with the schools, as factory representative and contact man for his firm, will not be affected by the change in distributing arrangements. The sales force office will be at Schwabacher-Frey in San Francisco.

Conference of California School Supervisors

"Who's Who in Education in California" might well have been the program title of the conference held in San Jose October 1-4 by the California School Supervisors' Association and the State Association of Supervisors of Child Welfare and Attendance. California's best in the field assembled to discuss "Major Educational Principles" and their implications for procedure in the many phases of educational work.

The entire conference program was based upon the report of the California School Supervisors' Association Committee which was printed in the August, 1939, issue of *California Journal of Elementary Education*. This committee was appointed in May, 1938, to prepare a statement of major educational principles which would serve as a basis for discussion at the 1939 conference.

About 620 registered for the conference in San Jose's new Municipal Auditorium. Located near the city's main hotel, this spacious and beautiful building is an ideal place for conventions. Much credit is due the members of the committee which handled general arrangements for the conference: Walter L. Bachrodt, Superintendent of Schools, and A. H. Horrall, Assistant Superintendent of Schools, San Jose; Lewis H. Britton, Superintendent of Schools, Santa Clara County; and T. W. MacQuarrie, President, San Jose State College.

At the opening of the conference, on Sunday evening, Mrs. Ruth Edmands, President of the California School Supervisors' Association presided, and greetings were extended by Dr. MacQuarrie, and Dr. Walter F. Dexter. Dr. Dexter, in appraising the education of today, pointed out that the best social behavior is not attained through high *intelligence* quotients but that more attention should be given to *emotional* quotients.

Panel Discussion of Major Educational Principles

One of the first general sessions was a panel discussion of the "Major Educational Principles" which the Association committee had stated.

Members of this panel were: Bernice Baxter, Coordinator of Elementary and Junior High School Instruction, Oakland; Robert E. Cralle, Superintendent of Schools, Inglewood; Aubrey A. Douglass, Chief, Division of Secondary Education, State Department of Education; Mrs. J. J. Garland, Second Vice-President, California Congress of Parents and Teachers, Inc.; Charles D. Gibson, District Superintendent of Schools, Mountain View; A. H. Horrall, Assistant Superintendent of Schools, San Jose; Mary M. Nicolls, Attendance Coordinator, San Diego; F. Theodore Perkins, Assistant Professor of Psychology, Claremont Colleges; and Mardele Robinson, Director of Research and Guidance, South Pasadena.

An interesting question raised by Dr. Douglass was: how long should free education be provided for individuals in a democratic state? The panel members were agreed that free education should be provided as long as the individual can benefit from it. Dr. Douglass said that "free" education should be really free, and that it should not be possible for the very considerable fees now charged in some junior colleges to be imposed by individual administrators. The discussion of free education was not without its comic side; Mrs. Garland said that one mother of five children, appearing before a school board to suggest that towel fees be abolished, had stated that it cost her forty dollars over a period of four years to get her children "washed through school."

The most important subject that came under discussion was that of the home-school relationship. It was emphasized that parents and teachers should unite in the study of the child's growth and development in order that home training may not be a contradiction of school training. Bringing the home and school into better understanding is the most important field for aggressive educational leadership.

Section Meetings

Following the opening panel discussion on "Major Educational Principles" were section meetings at which implications of these principles were discussed for the administration and organization of the school; for guidance; for the learning process; for the curriculum; for home, school, and community relationships; for the education of teachers; for the supervision and direction of instruction; for the school plant; and for social development.

In accordance with the progressive conception of learning by doing, teachers had a chance to participate in many workshop sessions which included: work with clay, flower arrangement, simple construction, finger painting, block printing, simple puppetry, painting, figure drawing, mural painting, choral singing, primary reading, design, photography, creative music, science, speech, vocational rehabilitation, and the child guidance clinic. At each of these sessions teachers rolled up their sleeves and really went to work, under expert guidance, with their hands as well as their minds.

On Tuesday evening, at the annual banquet of the California School Supervisors' Association, Mrs. Gladys L. Potter, who is leaving the State Department to accept appointment as supervisor of primary education in Long Beach, was presented with a silver toilet set as an expression of the deep appreciation which the supervisors feel for her seven years of leadership. Arta B. Flood, who made the presentation, voiced the supervisors' feelings accurately and gracefully in saying: "We hope this will make you look as good to yourself as you've always looked to us."

Michael J. Brickley, Instructor in English and European History, Sacramento Junior College, addressed the conference on "Britain in the Present World War."

Officers elected at the business meeting of the California School Supervisors' Association are: President, Louise L. Wickersham, Burbank; First Vice-President, Mrs. Lelia Ann Taggart Ormsby, Santa Barbara; Second Vice-President, Isabel M. Cook, Marin County; Secretary-Treasurer, Grace D. Mineh, Chico.

Another series of section meetings concerned the implications that the Major Educational Principles have for supervisory practice in: health and physical education; oral and written expression; handwriting; arithmetic; use of audio-visual aids to learning; reading; social studies; art; child welfare and attendance; science; music; the speech program; development of curriculum units; adaptation of the curriculum to the needs of children from foreign language homes; dramatic play; and utilization of community resources.

Reading Problems Discussed

One of the best sections was that on reading, at which Mrs. Elmarie Dyke, General Supervisor of Monterey County, presided, and Mrs. Eva Gildea, Piedmont General Supervisor, was the speaker. Members of the panel who discussed reading after Mrs. Gildea's presentation were: Mayme Brother, Supervisor of Reading, Shafter; Neva Cavanagh, General Supervisor, Mendocino County; Brant Clark, Assistant Professor of Psychology, San Jose State College; Margaret Girdner, Supervisor of Texts and Libraries, San Francisco; Nene Pinkerton, Primary Supervisor, Eureka; Helen S. Read, Supervising Teacher, Los Angeles County; Ona Ring, General Supervisor, Contra Costa County; A. H. Shipley, Supervisor of General Subjects and Director of Research, Tests and Measurements, Fresno County; T. Stanley Warburton, Secondary Curriculum Coordinator, Contra Costa County; and Mrs. May B. Wiles, Primary Supervisor, Sacramento County.

Referring to extreme views as to how children learn to read, Mrs. Gildea said. "One view was that adequate reading would result from participation in any activities. This led to chaos. . . A more current and sane view is that specific and exact guidance must be given in reading. No number of activities will give the necessary amount of reading."

Mrs. Gildea spoke of the current demand for easy primary reading material in social studies and raised the question: "How far can textbook companies go in reducing vocabulary, and still put over social concepts without making meaning obscure through the very simplicity of the vocabulary?" While concepts develop from first-hand experience, and the rate of reading develops in proportion to the rate of association, children have to read vicariously on some things. It would be too slow and costly a procedure to try to give first-hand experiences in everything.

In the panel discussion which followed Mrs. Gildea's talk Miss Margaret Girdner deplored the lack of communication between school librarians and teachers. Librarians, she said, are all too likely to talk in large and general terms, knowing nothing of actual practices of teachers, while teachers, on the other hand, often do not know exactly what material is available in school libraries. Miss Girdner suggested that school librarians be included on curriculum committees as something more than mere "service members," handy to have around when there are bibliographies to be made.

The Children Evaluate Their Own Education

The high spot of the entire conference was the last general session in which the children themselves were the center of attention. This session, with Dr. Paul Hanna presiding, was devoted to "The Evaluation of the Educational Program," and the best possible evaluation, which was a testimonial as well, came from the children.

A. H. Horrall, Assistant Superintendent of San Jose City Schools, presented a motion picture of a unit of work on the Golden Gate International Exposition which had been developed in the intermediate grades of the Hester School. The children had built to scale their own miniature Fair long before the real Fair opened. They had used pamphlets, pictures, and newspaper clippings to aid in the reproduction—or should we say preproduction? Study of the things housed in the various buildings led to very comprehensive study in the fields of social studies, science, and art. After the motion picture had been shown, five of the children who had participated in the unit were asked to stand fire before a challenging audience invited to ask questions. This part of the program was described by Mr. Horrall as "problematic" since anything might happen once the children were put on their own. Questions asked by the audience were often tricky and conducive to answers favorable to the old traditional chronological curriculum. We suspect that some of those who placed questions were self-designated prosecutors only too ready to extract answers that would reflect unfavorably upon the modern program of education.

But the children didn't stumble. Only witness:

Q—"What can you do now better than you did it before?"

A—"Well, for one thing we can find our way around the Fair."

Dr. Hanna — (half-humorously interrupting, with the feeling perhaps that this was not as complete an answer as the boy was able to give)—"Did it improve your ability to find your way around your library?"

A—(Coolly squelching Dr. Hanna along with everybody else)—"Well, it isn't a *mammoth* library, you know."

Q—"Do you think you learned more this way?" (Almost a yearning for a negative answer was here detected.)

A—"Yes (thoughtfully) because we were more interested this way."

Q—"Didn't you get tired of the Fair?"

A—"Oh no. We did so many different things. We didn't do one thing long enough to get tired of it."

Q—"How did you know how well you had succeeded in this work?"

A—"Our report cards showed us that." (The boy's tone indicated that this ought to be obvious.)

Q—"Who decided what poems you learned? Did your teacher pick them out?"

A—"No, she had a large selection, and we looked them over. We all had different opinions about them. Mostly we seemed to get our own."

Q—"Do you want to go on with this kind of work in junior high school, or do you think it's for small children only?"

A—(faintly superior at this exhibition of adult density) —"We don't think there's anything small about it. Big people go to the Fair."

Mr. Horrall, watching and listening behind the scenes, rocked with laughter as again and again the children refused to be baited and gave answers as straight as an arrow to its mark.

Following the verbal duel between children and adults was another example of the best that progressive education has to offer. Miss Jean Seward, contralto, daughter of the late Samuel Seward of Stanford University, gave several very fine selections which brought hearty applause and caused Miss Heffernan to comment on the development of individual talent which is characteristic of progressive education.

Miss Heffernan gave the final address of the conference, "Evaluation of the Educational Program," and the panel discussion which followed included: Lillian B. Hill, John A. Hockett, Kenneth E. Oberholtzer and C. C. Trillingham.

Miss Heffernan said: "Schools are good or poor according to whether they meet the social needs of the time." She expressed her belief that American schools are adequate to meet the challenge of the time and said, "I hope you leave this conference with the same renewed courage and enthusiasm which you have inspired in me."

Superintendents' Conference

Two reports which supplement each other have come to us through the kindness of superintendents who attended the Del Monte conference.

By James Ferguson
Daly City

The Superintendents' Conference met at Del Monte, October 4, 5, 6, and 7. The weather was perfect, and the Hotel Del Monte was an ideal setting for the great annual meeting of school people. The attendance was large and the spirit fine. The conference was a distinct contribution to education in California. It covered a wide area, all the way from principles in the philosophy of education to financial problems and requirements for the improvement of teacher training.

Lieutenant Governor Patterson in welcoming the superintendents to Del Monte said, "School people do not need to worry about the educational policy of this state administration." Referring to his own personal attitude he said, "I am committed to equal opportunities in education for all children, whether in the country or in the cities." He asked the superintendents for their co-operation in carrying out the policies of the present state administration, and advocated greater participation in public affairs by school men and women.

An outstanding educational address was given by Doctor Frank N. Freeman, Dean of the School of Education at the University of California, on "The Pupil vs. Subject Matter." Doctor Freeman brought hope to those who still believe that in educational work the interests of the pupil and the subject matter of the courses of study can be coordinated, in spite of extremists who insist that progress demands the exaltation of the child's personal interests to the utter neglect of his attainment of what may be regarded as fundamental knowledge.

Doctor Grayson N. Kefauver, Dean of the Stanford School of Education, delivered an address on "Teacher Growth," advocating lessening the teacher load in school work. He further advocated teacher participation in community affairs, and a recognition by boards of education that teachers are normal human beings with the normal human desire and need for family life. He deplored the fact that in many school systems marriage is a bar to a teaching position.

By Virgil E. Dickson
Berkeley

The keynote of the annual conference of city, county and district superintendents of schools was sounded by State Superintendent Walter Dexter in his introductory remarks when he said: "We must have spiritual inspiration." He stated further that such a conference makes it possible for us to exchange ideas and to formulate plans in the interests of education in the state of California. "We meet as educators whose theory must be practical, whose philosophy must be workable, and whose ideals must be attainable. The educator of today must look into the future and determine something of the nature and needs of civilization twenty-five or fifty years from now. The educator of today must be a person of vision, conviction, and courage."

The great inspirational spirit was thrown into the conference by Bruce Baxter, President of Willamette University, in his opening address on the topic "America's Greatest Teacher." Horace Mann was the teacher. The spiritual values and the idealism exemplified in this teacher's life were presented to the superintendents as most worthy of promotion in the schools of California during this period of emotional stress, of commercial upset, and of search for values that are material rather than spiritual.

Martha A. Chickering, Director of the State Department of Social Welfare, pointed out the necessity for educators to be aware of the tremendous welfare program now progressing in the state. The Federal Government and the State government is throwing millions of dollars into this effort. There must be coordination and the avoidance of duplication. There must be real efforts at understanding between the educational function and the welfare functions in this greatest struggle for social justice which California has ever faced.

The relation of the Federal Government was exemplified by Chester S. Williams, Assistant Administrator, Federal Forum Project, Office of Education, Washington, D. C., who brought to the conference the spirit of co-operation through the Federal Forum program. The Federal office does not dictate to the state but proposes or suggests plans of operation and offers assistance. The Forum projects endeavor to stir democracy to save itself by stimulating people everywhere into thought and action by means of community discussions.

Education for international understanding was the topic discussed by Dr. Frank W. Hart of the University of California. He emphasized the necessity for the ability to change to meet changing conditions. He pointed to the interdependence of nations and the fact that isolation is no longer possible. He suggested that in our educational system we must turn the X-ray of intelligence on the issues of every other nation in order that we may better understand the forces which may be driving that nation into action whether it be social expansion, industrial expansion, or war.

The convention was fortunate in securing Governor Culbert L. Olson for one of the general sessions. The Governor, in an hour of quiet, earnest conference, presented many of the highlights of the educational and social welfare program which he has scheduled for his administration in California. He pledged his support of education as fundamental to the welfare of the state. He pointed to the significance of unemployment and relief. He indicated the changes in the relief work of the state as contemplated for execution within the next month or two. He explained the necessity for increased revenues to carry on the necessary governmental and social functions of the state as well as the necessity of keeping a balanced budget.

Dean Grayson N. Kefauver of Stanford University, presented to the conference some observations from his recent trip through the capitals of the principal European countries. He pointed to the dominance of subject matter education and the prominence of uniform examinations in European countries. In sharp contrast, he called for a promotion of the American ideal looking toward the growth and development of personality and power.

The Parent - Teacher Association, boards of directors and trustees of schools, and other organizations participated in the conference, thus exemplifying the ideal of the State Superintendent toward co-operation of all agencies of the state that participate in public education.

SWING HIGH, SWING LOW!

Dr. Martin Swings Through Andean Peaks and Amazon Jungle

Last May we had the pleasure of sharing the first reports of the trip that Dr. Lillien Martin and Clare deGruchy were just beginning. Where did we leave them? Somewhere in Colombia, after a long river trip up through the tropical jungle from Barranquilla. They are home now, safely home again in San Francisco.

We are inclined to underscore *safely,* with a sigh of relief. For Dr. Martin was determined to know the southern republics as their own people know them, not as a tourist, defended from all discomfort, might see them. South America, in spite of its great cities and long cultural history, is still an immense primitive land. Primitive ways of travel call for heroic qualities. But they are safely home again.

From Quito, in Ecuador, where we left them, they went down to the seaport Guayaquil, and by coast-wise cargo boats to Peru. They left the coast at several ports, going up to the Andean heights to visit Lima and to take off for trips to ancient Inca temples and high cold Andean lakes. May is midwinter, south of the line. Fourteen thousand feet of altitude, in midwinter, in primitive ways of traveling — can you imagine what that cost in terms of sheer endurance? Long cold wearying days, nighttime, no hot water, bedtime preparations, "removal of hat and gloves, and a quick roll into bed, to defeat the terrible cold. . . . All trains without heat, in some hotels a stove in the salon that *may* give you ten degrees additional warmth."

Yet even under these handicaps, the through railroad trip was all too fast for Dr. Martin! They broke the trip by stretches of auto traveling, to see the country better. Their only comment— "It was worth it!"

Down the high backbone of the continent they went, to the very border of Patagonia, then across the narrowed continent to Buenos Aires. From there, by luxury steamer to Rio Janeiro? You guessed wrong. By cargo boat up the Parana River, going north for days and days, into deeper and deeper jungle, into the brilliant life of the tropics, past the borders of Paraguay and Uruguay, into Brazil, past the famous Guazu Falls, on up to the headwaters of the Parana by small boats and portage, visiting great maté plantations, and learning the ritual of the ceremonial maté cup. Finally by train down to Santos and civilization again. Rio de Janeiro, a dream of comfort and beauty, then off again on a coastal boat, stopping at port after port, to the mouth of the Amazon. One more river trip through a magnificent tropical land, this time complemented by an airplane trip above the jungle and the river, back to the coast. Thence home, by conventional ways of travel, via Trinidad and the Canal.

Dr. Martin celebrated her eighty-eighth birthday somewhere en route. Was it among white frozen Andean peaks? Or on some steaming jungle river? All one to her! All a splendid adventure. Now she is home again. "Never felt better!" she says. She is ready to share with us the garner of her trained observing eyes.

"What among your memories of South America seem most significant to you as you look back upon your trip?"

For want of adequate space we have to give only the high lights of Dr. Martin's reply. Immensity. Primitive conditions of life side by side with an old tradition of culture. Unbelievable wealth of resources and inadequate means and skill to develop them. An awakening desire for the products of our northern factories (a desire stimulated by the ubiquitous American movie) but no widespread buying power among the people. Lack of trained skills, and lack of manual training in the schools. Above all, an appalling need for a public health program. Disease and ignorance of the fundamentals of diet and sanitation stand out as part of the picture among the memories of natural beauty and potential wealth.

"What did you feel was the attitude towards our country and our effort to strengthen the bonds among the republics of the western world?"

"The cordial feeling toward the United States, and a sense of security in their relations with us is today a tremendous reality in South America."

"What is the greatest service, in your opinion, that our schools can make to the program of the 'Good Neighbor' which our government has initiated?"

"South America needs our help to train her people in a public health program and in manual and technical skills. She is handicapped in the development of her resources by the low general level of health of her people, and by their unfamiliarity with even simple manual skills."

Dr. Martin visualizes a vast new field of pioneering for our adventurous youth in this great friendly continent which needs the help we are well fitted to offer. But it must be offered in the spirit of service, not of exploitation and greed. If our schools can awaken this spirit in our young people, we need not say, "There is no more frontier." We can revive the old call, changed a little, and cry to our trained and eager young people, "Go south, young man, and grow up with the country."

The rewards, in opportunity for service and for establishing a sound life work, are as great and as tempting as those that led our people in their great march across our continent.

Dr. Martin, at the ruins of the Temple of the Waters, near Cuzco. Beneath the ancient masonry flowed a spring, one of the sources of the mighty Amazon. Elevation, 13,000 feet.

A Friendly House

By LAURETTA PRINDIVILLE
Teacher, Franklin-Lincoln School, San Francisco

"But where to start?" The teacher who guided this splendid unit felt the usual perplexity about skilful introduction of a unit of work. One of the Chinese boys in her class supplied the answer: "The pretty flowers, they will die," he said, pointing to the drooping roses on her desk, and the simple statement served as a plunger to project the whole class into much needed study of healthful living.

Even at the first glance the third grade at the Franklin-Lincoln School presented itself as a challenge. During the first class period the teacher realized something of the nature of that challenge and the difficulties ahead of her.

The class before her was unique. It was located in the center of an industrial district in a large cosmopolitan city. Its pupils were of assorted races and characters: little Orientals, already dignified and serious; brown-eyed Mexicans, vivacious or shy by turns, merry-hearted negroes, stoical young Slavs, Arabs, Persians, and Greeks.

The homes from which they came differed widely in race and cultural backgrounds, but they had in common poverty, ignorance, and dirt. All of them wanted to become Americans, Americans with American ways and customs.

The teacher was hesitant and perplexed before the many problems which confronted her. The need was plain: healthful living, individual initiative, thoughtful and useful citizenship, were obviously her objectives. As she looked about this heterogeneous group she realized the necessity for teaching social living, manners and morals, health and sanitation.

But where to start? It was one of the Chinese boys, Fong, who gave her the clue she needed. "The pretty flowers, they will die," he said, pointing to the drooping roses on her desk. The rest of the students became alert and interested in the one spot of beauty in the room. Here was a common meeting ground. "If the children are interested in keeping fresh and beautiful flowers in the room," the teacher reasoned, "they will be interested in other things which help to make their surroundings more appealing and wholesome. If only they could know something about making their own homes more pleasant and livable!"

Not wishing to impose her will upon the children, she suggested several plans of study for the term. But just as she had hoped, a model dwelling was proposed. And so, the "Friendly House" was started.

The first problem was to find the space for the proposed house. The children decided a third of the classroom would be sufficiently large, and so they set about measuring and marking an area sixteen feet long by ten feet wide for the floor-base of the house.

"Now, how many rooms shall we have in the house?" was the next question, and the children determined upon five: a living-room, a bedroom, a kitchen, a breakfast room, and a bathroom. After much discussion they decided that the living-room should open off the hall, that the bedroom should connect with the bathroom, and that the breakfast room would be handy to the kitchen. Then they were ready for the floor plan.

The children were pleased to find themselves now prepared to begin the actual building. First, however, they had to consider the floor plan in relation to the direction and amount of light. They decided that they should place the house so that it would have advantageous southern and eastern exposures, insuring plenty of sun and light.

They laid the floor with enthusiasm, and when they placed the fourteen wall-panels, the work was well on its way. They then measured the space for the windows, doors, panels, and framework. With amazing accuracy they fitted doors, windows, and panels and thus, arithmetic became meaningful in a real situation.

As the work progressed the community became interested. Parents, neighbors, even the factories and business firms, donated materials as well as services, in the construction and furnishing of the little house. Parents and factories donated wood and such useful tools as electric saws, hammers, planes, and ordinary saws to aid the pupils in their work.

After the children had proudly inspected their finished house, their next undertaking was to furnish it. They selected committees for the furnishing of each room. The interest was high as they decided on appropriate furniture, draperies, and floor coverings. Some work was allotted to each committee member.

Then came the bustle of sawing and sewing and gluing. When this was finished the color scheme of the various rooms became the question of debate. The children wanted the house to be bright and gay. Soon they were discovering color harmonies and contrasts, and which colors might be best for small rooms and which for large.

Before completing the furnishings of the house the children went on excursions to various parts of the city to study homes of different localities. As a result of this they became interested in homes in this and other countries. They discussed such problems as "good housing" and "community planning." From these topics they became interested in the relationship of the housing problem to crime and disease.

As a result of excursions into the better districts, the children suggested window boxes, awnings, and Venetian blinds for their house. And so these were added. The window boxes provided real nature lessons in preparing the soil, planting and tending the flowers.

But now came the most important part of all—a real experience in social living. Each week the children chose a mother, father, and two children to live in the house. This group planned the menus, attended to the shopping, and the mother prepared the meals for the family. Washing, cooking, dusting, and all the other aspects of home-making were carefully attended to, and the proper procedure was suggested by the class and the teacher. The shopping experiences were particularly valuable, and the children soon learned to appreciate the differences in cost and quality.

The children are still enjoying and living in the "Friendly House," and its possibilities for enriching instruction are not yet exhausted. It is hardly necessary to mention the improvements in the skills, but the real experiences in number concepts have made arithmetic meaningful. The language, necessary for discussions and decisions, is fluent and lacking in self-consciousness, and the growth in vocabulary is noteworthy. The need for understanding catalogs, recipes, and other instructions, have motivated the reading.

The interest in the subject, the famil-

". . . Interest was high as they decided on appropriate furniture, draperies, and floor coverings."

". . . The window boxes provided real nature lessons in preparing the soil, planting and tending the flowers."

iarity with the words, and the growing vocabulary all contributed to make the reading easier. Planning the class log writing, the newspaper, and co-operative stories, recording progress, preparing labels and directions, keeping up the bulletin board, all supplied real motives for reading. And the penmanship suitable for recording and for invitations must necessarily be of high quality.

The most encouraging result of this experience in home-making is the actual evidence of the improvement in the standards of the children. Even the district reflects the children's interest, for window boxes are appearing in many places. Cleanliness and orderliness are apparent, and woe be the child who doesn't wash his hands before starting the preparation of a meal! Children show real judgment in planning menus for well-balanced diets. Family life has assumed a new dignity in the children's eyes, and the necessity for obedience and cooperation is reasoned.

Through this theme of home-building and home-making, the teacher has realized her first objectives, and thus it has all seemed very worthwhile.

"Our little house is a friendly house,
It is not shy or vain,
It gossips with the talking trees,
And makes friends with the rain."

—*Christopher Morley*

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Library News

Edited by MABEL R. GILLIS, State Librarian

"THROUGH THE EYES," VISUAL EDUCATION MATERIAL IN VENTURA COUNTY FREE LIBRARY

By Elizabeth Topping
County Librarian

Perhaps the best way to begin is to define the scope of what we have in the county library Visual Education collection. This is confined to pictures, stereoscopic views, posters, maps, globes, folders of illustrated material relating to a single subject, 16mm and 35mm films, slides, stills, orthovis views and projectors. Other material in this field is in the county school museum which is a WPA project. Our connection with this latter work is in taking orders for the exhibits, and delivering and collecting them from the schools on our truck and car.

Scope of Collection

Though we have always had pictures and maps and stereoscopic views, it was not until 1935 that the schools budgeted five hundred dollars for the beginning of a visual education collection, by which was really meant a library of films, slides, projectors and pictures, as stated above.

The first thing for the librarian to do was to acquaint herself with all the different kinds of apparatus used in this work, the firms carrying these, and more important still to learn something about the films and slides themselves. We bought a new small delineascope to show the nature study films produced by San Jose State College. These include three cases and contain one hundred and nine films. They are on every subject from frogs to clouds and are great favorites with the schools. Our library wanted to buy as many second-hand machines as possible because our budget was small. One of our first purchases was a second-hand Bell and Howell 16mm projector that had been used by one of the University football teams. It is satisfactory in every way. We can show all 16mm silent films on this. Another second-hand machine was a Baloptican. We project mounted pictures, postcards, film strips, and glass slides with this. Next we purchased our Keystone lantern which shows film strips (still films) and glass slides. Then we have a sound machine. This was not bought from school money, but was acquired on a trade-in of an old 35mm machine which we discovered was not safe to use. The difference was allowed from the general fund. We had a general demand for one to preview sound and silent films.

Financing the Work

The five hundred dollars which we were given to start the film library came from the County Library School Fund. The second year we received two hundred dollars more, and the third year the same amount. In 1937-38, after a series of meetings and discussions in which the Los Angeles Visual Aids Department helped us, we brought before a meeting of the elementary school principals the idea of each school contributing twenty cents based on the average daily attendance. All but two schools belonging to the county library agreed to this. One of those not contributing from its county library fund according to this plan, bought films to the value of twenty cents based on average daily attendance and contributed them to the film library. One school that did not belong to the county library did the same. In these two cases we purchased the films and sent the bills to the school. This year we shall follow the same plan. The total makes about $1300 worth of material.

Selection of Materials

The first selection of films was made with the advice and help of county rural supervisors, the school superintendent, and interested teachers and principals. Last year we organized the selection. The Visual Aids Committee of the County Council of Education made a program to preview materials, and the librarian requested these from the dealers. The committee members used the following blanks:

Please tell us how you like this film, picture or slide:
Name of Picture.....
Very good..... Fair.....
Good ..... Poor.....
Grade Level .....
Signed.....
Grade School

They recorded on the reverse side any comments. Then the director of elementary curriculum passed the final judgment. These slips were all filed so that the committee might use them for reference.

Some of the factors that entered into the judgment of these visual aids were their educational value, length, veracity, recentness of material used, scope, grade for which they were suited, beauty, concreteness, and cost. In one picture it was noted that a different type of airplane was used in describing the take-off from that used for the landing. The fact that boys always noticed such differences was taken into consideration. Makes of automobiles and dates of their manufacture helped to give a clue to time of the taking of a picture. Suitability for units or projects was reflected upon. A general discussion following the conclusions was noted by the librarian.

Preparation for Use of Visual Aids

After the material was actually purchased several problems had to be considered. First, of course, was the care and administration of the materials; next was their introduction to the teachers, with proper explanation of their content and use; then came the subject of distribution of projectors and materials, followed by training in the physical and pedagogical use of them.

After the first three years, the librarian realized that the visual aids work required the time of one assistant at least. She asked for the salary of this assistant at first for ten months and then for a year from the school fund. A part of the library was set aside where screens could be put up and pictures shown. This was necessary not only for previewing, but also the teachers might help choose their subjects and the assistant might go over each piece of material when it was returned to check for torn pieces or defects.

The material was cataloged and bulletins were sent to the teachers listing all material in the library and from time to time additions.

Teachers were asked to make appointments to learn to use the projectors. Institutes were held in which was stressed the necessity for careful planning before material was shown to children. The distinction between the use of material for teaching and for entertainment was defined. The relative value of slides, moving pictures, stills, stereopticon views was discussed.

I am going to quote Miss Eythol Barr, our visual aids assistant. "When still films are shown, the children often ask, 'But when is it going to move?' For the teacher, delineascope, still films, and slides are highly satisfactory as she can have time to explain and point out details. The pupils, too, seem to appreciate the fact that they can look at a picture as long as they like, but there are always some children, and often many, who become bored. If there were some way of overcoming this restlessness, the films would doubtless be of much greater value."

Circulation and Use of Materials

In the distribution of projectors and materials, the library keeps an engagement book. A teacher states when she plans, for instance, to use a film on seabirds. The librarian notes that the machine and film are to be reserved for Miss Smith at the Olivelands School on January 4th. Miss Smith will show her own pictures, or she wishes the help of an assistant. At the time stated, Miss Smith calls at the library. She is charged with a delineascope, a screen, a cord, and a film for which she signs. They are due in twenty-four hours. To make this system work successfully all library loans must be returned on time. Statistics are kept on the number who saw the material and the number of times the machines and the material were used.

The worst physical use of the machines has been made by people who thought they knew how to show pictures but were mistaken. As every film was examined upon its return, the responsibility for damages could be placed promptly and accurately.

The worst pedagogical use has been made when the whole school was allowed as a treat to view material meant for the illustration of a certain subject for which definite preparation was necessary. Often, however, the showing of a film of a country or trip has been enjoyed and has proved profitable to a whole school. Judging from their reactions, the Spanish speaking children seem to benefit especially from the use of visual aids.

Some questions are always asked us about the work:

"Do you borrow films?" We borrow a few. We generally refer schools to places where they can borrow and let them make their own arrangements. Machines are often borrowed to show such pictures.

"Have you made pictures?" Yes, we made a film of our book truck. We had slides made of pictures of the early days of Ventura County. We are also trying to make some pictures of the industries of our county. Our teachers had an institute in which they learned to make slides to use in their work.

"Do you lend pictures to anyone outside of the schools?" Yes, the community at large may enjoy the use of projectors and materials when an authorized, responsible person borrows them for scout meetings, clubs, churches, and like organizations.

It is too soon to make many deductions from our own experience, but one thing can be said: there is no dead wood in our collection, and it has provoked interest in circles that books do not attract.

Each year there has been a deepening appreciation of the service and a keener realization of the use and application of the pictures to the best advantage. They seem to promise an even greater enrichment to instructional materials in the future.

COLLECTION OF OLD AMERICAN TEXTBOOKS

The Teachers' Professional Library, Oakland Public Schools, during the summer moved its collection of old American textbooks to the convenient closed-door case made for it at the entrance to the library. This collection contains more than four hundred and twenty volumes, most of these contributed by teachers. The books represent the progress of American printed material for young students from the period before the American Revolution up to 1890. Arithmetics, geographies, readers, books on manners and social interpretation, are in the collection, which is acquiring real value and interest.

Teachers who have old books in their collection at home, perhaps in the attic, will find this division of Teachers' Library a splendid place to preserve these treasures. Donors of these books are listed permanently and will make an interesting roster. The collection is particularly interested in building up its division of McGuffey Readers. Perhaps you have one of these which needs a permanent home?

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

ANNUAL REPORT OF THE PRESIDENT

By G. L. Aynesworth

In concluding my work with the California School Trustees Association, it seemed fitting to review conditions past and present and to offer some suggestions as to the future. Prior to the formation of the California School Trustees Association, there were, of course, a very great many fine school boards throughout the State. There have always been many fine school boards, and the great majority of them have always given good service to the schools, but prior to the formation of the California School Trustees Association there was no united, cohesive effort among the trustees to correlate and co-ordinate their activities upon a county-wide or state-wide basis for the improvement of themselves as officers of the schools or the improvement of the schools as a whole.

Provincial Viewpoint

Some trustees naturally had a provincial viewpoint of their duties and responsibilities. This was and is most natural. Large numbers of trustees have not had and do not have the opportunity to cultivate and develop the more important viewpoints and understanding of their work. Limited horizons and opportunities for contacts with others have made it difficult for trustees in many cases to understand the larger scope and meaning of the school system of California. Too often they have not understood the fact they they are a part of a great state-wide unified school system—a link, as it were, in that system. They have not understood the importance of making the link which they represent and stand for as strong and valuable as any of the other links.

Some Teachers Unappreciative

Before the organization of our Association, the speaker not only read articles embracing the idea that school boards should be abolished, but he talked with teachers who advocated the same idea. The thought behind the suggestion was that school boards were incompetent and that the management and conduct of the schools should be placed in the hands of trained educators — that the public should turn the schools over to the educators and they should have a free hand in matters affecting education. The advocates of this plan expressed the conviction that boards of education were needless, unnecessary and, in fact, fetters upon educational progress. In my opinion the educators who advocated that change in our system were far more in need of education than were or are the trustees with the provincial viewpoint. The trustee did not realize the full democratic implication of his duties. On the other hand, the teacher was fully aware of the implication but sought to place the schools in the autocratic control of the selected few.

Purpose of California School Trustees Association

At this point I desire to quote from the Constitution and By-Laws of our Association as follows:

> "Section 2, Article 1. The object and purpose of this Association shall be to preserve, advance, and improve the public free schools; to encourage and cooperate with all persons and associations whose interests and purposes shall be the betterment of the educational opportunities of the children of California; to promote the enactment of such legislation as shall tend toward the improvement of educational programs; to promote and advance public education through research and investigation and to publish reports on educational problems; to obtain the foregoing objectives, so far as is reasonably possible, within the limits of a just and fair tax upon the citizens of California."

The purposes stated in the Constitution form the basis for an excellent program of growth and usefulness in a democratic form of government. If our Association meets its objective as set forth in that section, it will have served this State well indeed. There will then be no occasion for any educator to become or be disgruntled with the work of the school trustees of California. It is entirely possible for educators who have seen only the weak part of the work of the trustees to assume a pessimistic attitude, but it is my confident conviction and belief that the educators who have had contact with the work of our Association during the years of its existence believe it is doing a most creditable work and that they heartily endorse its program and are, in fact, anxious to see the work of the Association a success. They believe that there is a place in the school program for our Association, and they are willing to give us a helping hand in accomplishing our prime objectives.

I take a certain amount of pride in the work of our Association. Our first President, Warren Stockton of Bakersfield, had to pioneer the pathway for our work. Then came F. T. McGinnis, who took up the work where Mr. Stockton laid it down and carried it forward with determined energy and with much success. He was able to contact many more people and brought the work to the attention of the educators of California. He was succeeded by John J. Allen, Jr., a very amiable president, who succeeded in ingratiating himself and the work into the favor of the people of our State. An association is always fortunate indeed to have a genial personality as its chief pilot. The work of these men has brought recognition to our Association that means much to it. Wherever educators get together today to discuss the problems of the public schools of California, they think in terms of the work of our Association as an effective factor in the forward growth of the school program.

Stability of the Association's Work

In order to be permanent in its work and to be successful, the Association needs to be automatically accredited in accordance with state law, and there should also be a law authorizing and permitting governing boards throughout the state to expend limited sums for the purpose of having their members attend educational gatherings of all kinds. With these thoughts in mind, our board of directors presented to the Legislature two bills last year—one for automatic accrediting of the Association and the second authorizing governing boards to defray the expenses of trustees in attending educational conventions. The bills received the support of the two Houses of the Legislature, the State Department of Education, and the California Teachers' Association. The bills passed and were sent to the Governor for his signature. The Governor vetoed both bills.

Absence of Politics

The public schools of California can become most efficient only if they are carried forward free from political control. The governing boards of the State must be free in their government of the schools, and their actions must be free from political considerations, insofar as that is possible. It is very difficult for our Association, in handling legislative matters, not to trespass on matters peculiarly political in nature. However, we have tried to avoid doing so, and I trust that future officials of our Association will do everything in their power to avoid involvement in purely political matters. It is very difficult in the election of governing boards not to become involved in local partisan or political matters. We are doing everything within our power to try to lift the election of school trustees out of the quagmire of local politics and to induce the citizens generally to select and elect only the best qualified persons, regardless of political considerations. If we can free our trustees from politics, it will be much easier in all school matters to act without political consideration. The selection and appointment of superintendents, principals, and teachers should be made upon a basis of merit only. Favoritism and political consideration should be entirely disregarded. I am confident that most governing boards in California are trying to live up to this standard and that in most instances schools are being run, so far as can be done, without political consideration. If that were not true, we would not have the wonderful school system we now have.

Term of Office of School Trustees

It may be a long look forward to anticipate the day when trustees shall hold office for a period longer than three or four years. Section 16 of Article XX of the State Constitution provides that the term of office of State officials shall not exceed four years, except that in cities having charters the charter may extend the period of official tenure to any desired length. As one method of removing the schools from political considerations and of improving the service to be rendered by trustees generally, it seems desirable to increase the term of office of trustees.

The city of San Diego has recently changed its city charter and provided, among other things, that members of the board of education shall hold office for six years. In many states such officials hold office for six, seven, or nine years. Let us hope that if we have a new Constitution framed, it will provide that the Legislature may determine the period of office of school trustees, or that the provision of the Constitution shall provide that trustees shall hold office for much longer terms. If trustees were elected for longer terms and only a small portion of the trustees were elected at any term, it would remove the temptation to play politics in school elections. It would give trustees longer periods of service and a better opportunity to improve their understanding of their responsibilities and afford a more efficient performance of their work. We ought at once to make a drive in all the chartered cities of the State to bring about such amendments in the charters as will extend the period of service of members of boards of education.

The New Picture

In the few years that our Association has been in existence, it has afforded many trustees the opportunity to meet and discuss common problems and responsibilities. It is quite safe to say that most of us have a materially improved and better understanding of our work and a finer appreciation of our responsibilities. It is further safe to say that most of us, by reason of the Association, have been rendering a higher type of public service and if continued in office would render even more efficient service. What we are concerned with is how shall we bring the purpose and meaning of the work home to the great multitude of new board members who come into our ranks each year. How shall our work be so perpetuated as to become the guide and director of the work of the governing boards throughout the State.

We can rest assured that educators throughout the State will do everything they can to aid us in carrying forward this work. From an attitude of questioning at the beginning of our work, they have changed to an attitude of splendid cooperation. While we have our own field to work in and our interests are in some respects more representative than those of the teachers, yet there is so much of common purpose and objective in the two groups that we need not concern ourselves so much with the differences in responsibilities as we should in working to bring about the improvement in the school administration.

GREETINGS TO CALIFORNIA SCHOOL TRUSTEES

By C. W. Pierce

President, Los Angeles City Board of Education and President, California School Trustees Association

There was a very representative group at our Ninth Annual Convention in Oakland and our very efficient corresponding secretary, Mrs. Porter, and President Aynesworth had prepared a program of unusual interest. We believe that those present will return to their respective districts more conscious of their responsibilities and with a deep realization of the importance of meetings such as the one just closed, at which we can discuss our common problems.

C. W. Pierce

As your President for the coming year I pledge my best efforts in behalf of all members of our Association. Mr. Aynesworth, our retiring President, has contributed a tremendous amount of time and energy to our cause.

Now, may I appeal to each trustee of our vast school system to contribute his best to the cause to which Mr. Aynesworth has been so devoted. Should you have problems or suggestions write our secretary, Mrs. Porter. We will endeavor to keep you posted of all activities during the year.

We shall look forward to a great convention next September in San Diego. Make your plans now for that occasion. I want to extend sincere wishes for a year of great achievement.

THE SECRETARY'S ANNUAL REPORT

By Florence C. Porter

A secretarial report, to be of real interest, should have several definite characteristics. Accuracy and brevity are important, but an optimistic outlook is almost as desirable. With these characteristics in mind, this report will not become stereotyped. Last year, three objectives were recommended: (1) The formation of additional county units and membership in non-member counties; (2) Continuation of magazine activities; (3) An active legislative program and continuation of established activities.

Several new county units have been reported. The success of any county unit depends upon the Secretary to a very large extent. In some counties, monthly meetings with good attendance are reported. In other counties, quarterly meetings are held, and in still other counties semi-annual meetings seem desirable. Membership is noted in several new counties this year. It is recommended that during the coming year division of the State into six sections, each section to have a director, be seriously considered.

Ten issues of our section of the Journal have been edited, and as one subscription to the magazine is included with member dues, we are confident that the magazine reaches each member district. Each issue features news of school activities, a president's message, and also either news of legislation or opinions rendered by the attorney-general.

A number of meetings were held both in the northern and southern parts of the State with the Legislative Committee, and a definite program was set up. Representation was maintained in Sacramento during both the first and second sessions. Reports of all legislative activities are available both for future use and as a guide in planning proposals. Legislative information, copies of bills, and other reports were sent out to members in large numbers, and on the whole the final legislative results were very good.

Immediately after the close of our 1938 convention in Los Angeles, an interesting conference of the Western Safety Commission was held in Los Angeles. This provided an opportunity to present the work being done by our Association to stimulate an interest in school safety programs.

During the year, assistance has been given in the preparation of many county programs, and speakers were also furnished to State Colleges and the Universities at summer sessions.

In February, it was a pleasure and inspiration to attend the annual convention of the American Association of School Administrators in Cleveland. Through the courtesy of Dr. John Sexson, then President of the A. A. S. A., a conference was held to consider the formation of a National Council. Dr. N. L. Englehardt of Columbia University presided at this meeting and appointed a National Committee to bring in recommendations at the convention in February, 1940. John Allen of Oakland and your secretary are members of this committee.

Through the courtesy of Dr. Ira Kibby, Director of Education Exhibits at Treasure Island, it was possible to have Saturday, September 30, designated as School Trustees' Day on the Island, and also to install a publicity chart giving information of our Association, as one of the displays. Many courtesies have been extended to our Association from the Education division and appreciation is expressed not only to Dr. Kibby but also to Mrs. Vesta Muehleisen, who is actively in charge of projects and displays.

It is recommended that during the coming year several new committees be set up to report at the next convention. One committee might give particular thought to a more practical interest on the part of governing boards to the placement of graduate students of our schools in positions where they may not only gain experience and a livelihood, but where they may demonstrate to the public that the vocational courses offered are practical and well fit students to take their places in the business or industrial world. An added advantage would be that the public could evaluate certain courses, and indicate desirable development.

A digest of school laws was printed last year, a reprint was necessary this year, and during the coming year an entirely new form of digest, including recent enactments, will be available to members.

A fine spirit of cooperation and friendliness is evident among educational groups, and sincere appreciation is expressed to those groups and to the State Department of Education.

REPORT OF 1939 CONVENTION

Several hundred members of governing boards in California gathered at the Leamington Hotel in Oakland for an intensive study of school needs, on September 28 and 29. G. L. Aynesworth, President, presided at general sessions and it was evident from the first that a feeling of informality and real friendliness would prevail. Each convention is planned so that trustees may not only learn of educational trends, but may also have an opportunity to exchange opinions and discuss problems of mutual interest. Very gracious hospitality was expressed by Dr. A. M. Dinsmore, President of the Oakland Board of Education, E. E. Muller, Alameda County Superintendent of Schools, and Don Rice, President of P. S. B. O. A. Dr. Pierce responded for the trustees. The first morning was marked by two addresses of outstanding importance: Dr. A. C. Roberts, President of San Francisco College, discussed the relationship of teacher colleges and governing boards, outlining many services available from the various colleges, and discussing also certain phases of teacher education; "State Agency services available for school districts" was presented by Miss Elsie Jensen, Associate in Community Relations S. R. A. Miss Jensen served for some years as a supervisor of Alameda County Schools, and outlined many services desirable in smaller districts, which are to be had at no additional cost upon application to various state agencies.

Mrs. I. E. Porter presided at the Thursday luncheon, choosing as hostesses several women members of adjacent school boards: Mrs. F. L. Burckhalter of Oakland, Mrs. Helen Lacey of Albany, Mrs. Christine Wilson of Berkeley, and Mrs. Clara H. Peterson of San Leandro.

On Thursday afternoon, delegates heard Clark Baker give an interesting account of recent developments pertaining to the conservation of sight; and immediately following this Dr. Frank K. Foster of U. C. L. A. discussed the development of safety education.

The 1939 legislature enacted a number of laws which are of immediate importance to governing boards. Some of the most important of these were discussed and explained. Informal plans for 1941 legislature were tentatively considered. Round table discussions gave a bird's eye view of interesting developments in visual education, school insurance, and school accounting systems.

The annual dinner proved an unusually enjoyable affair with more than one hundred guests attending. Entertainment was furnished by a clever group of college students from San Jose and a particularly challenging skit by Berkeley High School drama students under the direction of Mrs. Florence Schwimley.

Friday morning's program was built around the theme of "Occupational Adjustment of Students," the entire program being arranged by Dr. E. W. Jacobsen, superintendent of Oakland schools. Immediately following this, the entire group adjourned to Central Trade School where luncheon was served. The luncheon was prepared and served by students of the Vocational School and ably demonstrated the fine training which is available in Oakland vocational departments.

F. T. McGinnis, widely known Past President of this Association, discussed "Some Problems of Trustees in Small School Districts" in a provocative manner which stimulated interesting discussion.

California's problem of "Pupil Transportation" was discussed from several angles in an afternoon session arranged by Gardiner W. Spring, Chairman of the State Advisory Committee on Pupil Transportation. Accomplishments of the committee were reviewed by Mrs. Porter; new legislation affecting school transportation was explained by Alfred Lentz, and "General Transportation Problems" were informally discussed by other members of the committee and delegates. A recent ruling by the Department of Motor Vehicles will be referred to the Governor for legislative adjustment.

Saturday morning, a bus load of delegates enjoyed a scenic trip through Oakland, Piedmont, Berkeley, and the University Campus, thence to Treasure Island. This provided a delightful closing event for the informal discussion of convention programs and broadening of acquaintance.

G. L. Aynesworth, out-going President of C. S. T. A., has been appointed a member of the Examining Board of the State Bar Association, and as such will have much to do with the examination of prospective attorneys. Membership on the Examining Board is a coveted honor, and reflects the high esteem of the Bar Association for Mr. Aynesworth, a confidence which has long been felt by school people.

STATEMENT ON "THIRTY THURSDAY" ADOPTED AT CONVENTION

We, the California School Trustees Association, mindful of the great trust imposed upon all officials charged with the responsibility of maintaining public schools, consider it our duty to point out the peril to California's great system of education which lurks in the provisions of the so-called Thirty Thursday amendment upon which the people of this State will vote November 7.

It is our considered conviction that the provision of this amendment which would force acceptance of stamp scrip in payment of taxes, would rob the schools of the negotiable revenue necessary to their continued existence.

OFFICERS FOR THE YEAR 1939-1940

Dr. C. W. Pierce, President, Los Angeles.
Mr. C. E. Persson, 1st Vice-President, Turlock
Mr. A. W. Lyons, 2nd Vice-President, Fresno.
Mrs. I. E. Porter, Executive Secretary-Treasurer, Bakersfield.

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F. T. McGinnis, Newman.
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George R. Wells, Santa Ana.

Even if the courts should eventually hold issuance of this stamp scrip unconstitutional, the period between November 7 and the date of such a decision, would be a long tax-dry spell which would force the closing of schools through lack of funds.

Lawful money now in public treasuries would, under another provision of the proposal, be transferred immediately to a so-called People's Bank without anything even resembling such adequate safeguards as now protect deposits of public money in financial institutions.

With the State treasury also flooded with stamp scrip, but without funds in lawful money, State apportionment to schools under California's constitutional guarantee to education would stop, forcing schools in all parts of the State to lock their doors.

Another particularly disastrous provision in the proposed amendment, is that which requires that half of all payments for materials, supplies, books, desks, heat, light and the like, be made in stamp scrip. Schools cannot operate without supplies and necessary equipment. This provision, therefore, sets up an insurmountable obstacle to the maintenance of public education in this State.

The people of most California school districts have voted bonds and sold them, using the proceeds of these borrowings to erect school buildings. These bonds were sold in good faith. Now to approve a proposal which might prevent interest payments on and the retirement of those bonds with lawful money, would be a breach of that faith and a blemish on the good name of the people of our State. Moreover, with the inevitable collapse of prices of California public bonds, the issuance of bonds in future with which to provide buildings in growing districts would be impossible.

As trustees of schools, the most important institution of American democracy, we likewise voice protest against the undemocratic and wholly dictatorial powers with which this proposed amendment would cloak the administrator of the Thirty Thursday scheme powers beyond the control of the governor, the legislature and even of the courts.

The provision in the proposed amendment which would permit a group of handpicked tax commissioners to make "rules and regulations" which would have "the full force and effect of law" and permit the use of the police power to enforce them, ought to be particularly obnoxious to every American.

Proud of our State and Country, we do not want California to be the first State in the Union to tear down democracy and enthrone a dictator. European peoples had dictators thrust upon them. Certainly California will not vote itself into chains.

1940 CONVENTION TO BE IN SAN DIEGO

Members of San Diego County will be hosts to the 1940 Convention of C. S. T. A. which will be held in September in the city of San Diego. Arrangements for side trips will be made well in advance of the actual convention, and suggestions for the program, entertainment, and other activities are solicited during the coming months. Contact your unit secretary, or write directly to any of the state officers.

Book Reviews

From the United States Office of Education

LOCAL SCHOOL UNIT ORGANIZATION IN TEN STATES, and ORGANIZATION OF SATISFACTORY LOCAL SCHOOL UNITS. The first of these two bulletins is of special interest to California educators as our state was one of the ten studied. Chapter VI gives a review of the social and economic background of our schools and their historical development. Some interesting data given are: "The proportion of population of school age in California is the lowest of any in the 48 states." "In 1930, 73 per cent of the population lived in urban centers, 16 per cent in villages, 11 per cent on farms."

"Relatively little progress has been made in the consolidation of small elementary school units." California's school organization problems can be visualized through these bulletins against the background of national problems and procedures towards better organization.

From the National Education Association

THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY. 1938 REPORT OF THE EDUCATIONAL POLICIES COMMISSION. The title of this report is in one form or another the theme of most of the writing and the conference speeches going on today in our educational scene. The topic could hardly be summarized more clearly than in this report, in its relation to the individual and to society. Any educator who has to deal with the topic of education and democracy, in writing, in speaking, or in the daily practices of administration and teaching, ought to be familiar with this boiled down but lucid statement of the objectives of our schools.

From E. M. Hale and Company

HOW TO MAKE TOYS, by Edna Plimpton. THE COAST GUARD, by Florence Tchaika. TRAINS OF LONG AGO, by the Editorial Board. ANTONIO AND MARIA, WHO LIVED IN VENICE, by Clara Lyden. EXPERIMENT BOOK, by Rose Wyler and Avah Hughes. DON'T WASH MY EARS, by Ellis Credle. Each, 15 cents. These are new titles in the list of the Picture Script series edited by members of the faculty of Teachers College, Columbia. They maintain the high standard of interest and usefulness set by the series as a whole.

From Scott, Foresman and Company

WITHOUT MACHINERY, by Paul R. Hanna, Gladys L. Potter, and William S. Gray. Price, $.92. This book is of particular interest to California readers because two of the authors are well-known in this State. Dr. Hanna, whose chief duties have been as a professor in the Stanford School of Education, is widely known in all educational circles because he has been so generous of his time and gifts at conferences and other outside activities. He is co-author with Genevieve Anderson of other books in the Social Studies

Gladys L. Potter, Supervisor of Primary Education, Long Beach City Schools

Paul R. Hanna, Professor of Education, Stanford University

Division of the Curriculum Foundation Series, of which *Without Machinery* is the latest. Mrs. Potter is also widely known to California educators because of her years as deputy superintendent and rural supervisor in San Bernardino County, her work as principal of the University of California Summer Demonstration School, and her position as Assistant Chief, Division of Elementary Education and Rural Schools, California State Department of Education.

These stories about people who live "without machinery" and do most of their work by hand help the child to understand his own social environment through force of contrasts. By studying the living habits of the five "without machinery" groups in this book—Pacific Island villagers, reindeer Lapps, Egyptian wheat farmers, Chinese rice growers, Zuni Indians—children gain an awareness of the important part that machinery plays in their own surroundings. They will discover that while human needs everywhere are the same, ways of meeting them vary. Reading is kept at an easy third-grade level, and many colored photographs and drawings enliven the material.

From the Los Angeles County Board of Education

THEIR FIRST YEARS IN SCHOOL. Prepared by Lorraine Sherer, Director of Curriculum, under the direction of A. R. Clifton, County Superintendent of Schools, and the Board of Education. A Course of Study for Kindergarten and First Two Years of Elementary School. This large and beautifully published volume is a far cry from the old type "course of study," a thinnish paper-covered booklet with a few encouraging words to the teacher and pages of tabulated "minimum requirements" for each grade. The Los Angeles County Course of Study, with its artistic cover, its fine paper and beautiful full page cuts, represents the highest level in the art of bookmaking. Its contents, far from being a mere outline of requirements, are rather a series of well written essays on the philosophies that underlie current educational practice, enlivened and enriched by illustrations from actual classroom experiences and procedures.

That the contents are solidly founded on the best findings of science and on practical experience as well is attested by the fact that in addition to the staff of the Director of Curriculum, four psychologists and four field supervisors shared in the preparation of the book.

To the layman who has no actual contact with a classroom the book is enticing for vital and beautiful photographs of children at work and play, and its charming narratives of classroom life. To the working teacher it must be an effective guide and inspiration.

From Ginn and Company

THE ARITHMETIC OF BUSINESS, New Edition, by McMackin, Marsh, and Baten. Price, $1.48. This new edition treats, in up-to-date manner, such topics as income taxes, foreign exchange, stocks and bonds, and annuities and group insurance. An actual business situation introduces each topic. Provision is made for the varying abilities of pupils through a wealth of exercise and problem material graded at three levels of difficulty.

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Founded in 1895 by Harr Wagner

INCLUDING OFFICIAL BULLETIN OF THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

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November, 1939

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educeted teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

President
JOHN F. BRADY
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Box Q,
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
15 Shattuck Square
Berkeley

Central Section
H. W. KELLY
2406 Monterey Street
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Central Coast Section
T. S. MacQUIDDY
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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL *of* EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

With Halloween, two Thanksgiving dates, Christmas and New Year's all on parade within the current ten weeks, with autumn winds scurrying through trees painted in their reds and yellows, oranges and scarlets, with leaves dancing in myriad lots as they cartwheel down the roadways ahead of flying automobiles, with gusty sweeps of pelting rain, here and there bitted with driving snow flakes, with store windows filled with the fabled richnesses of the world, with yellow pumpkins and bushel baskets of red apples showing at roadside stands, with yellow piles of corn lying beside the dried stalks, with coats of mink and rabbit and skunk and lamb out of storage and upon their wearers, with headlines of unpleasantness among the nations of Europe and Asia, with some slight degree of acridness among the wise men of our own nation, with business up or down according to the particular occupation one is engaged in, anno domini 1939 is drawing to its close with the future just as bright or dark as each one may imagine it.

New York City is ending the first year of its World's Fair in a spirit of carnival with some twenty-three million debentures still outstanding, and with plans for the second year such that it is hoped the Fair will end in the black. The people of New York City only during the past month have been waking up to the significance of the Fair and have been attending in some goodly numbers. With the passing of the attitude of taking all the country cousins for a ride and of slicking the city neighbors, the Fair is in more favor. New York City for the first time in almost a decade is having a theatrical season that has started off with a bang with many successful openings and great attendance. Tickets are not any cheaper, but money is in hand, or perhaps the harassed populace figures you might as well spend what you have, for the government will get it if you don't. Even Philadelphia, city of brotherly love, is on its toes. Its automobile drivers do their best to keep avoirdupois down by making pedestrians jump, and continue to be the best friends the morticians have. But the sun shines sometimes even in Philadelphia.

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Since the advent of the professional educator, a product of the professional school of education, a phenomenon of only the last three decades, we have supposed that it was axiomatic that progress in school procedures was made by experimentation upon school children, and that as guinea pigs such children themselves were benefited and consequently such blessings were distributed broadcast. We have been under the impression that during the past decade the "Activity Program" had passed its baptism of fire and had been refined until it was accepted as a definite procedure. We were rather amazed in an editorial of the *New York Sun* of October 19, 1939, to read the following, which we quote in full: *Children Are Not Guinea Pigs*: "It is somewhat disturbing to hear an Associate Superintendent of Schools, William E. Grady, assert that the activity program, as carried on in the New York City school system, is 'crude and unscientific.' This method of teaching is being tried out in seventy-one elementary schools. It affects close to 70,000 pupils. Authorized in 1935, the experiment is to be tried for two years more before an official decision is made on its continuance or rejection.

"However, if Mr. Grady's criticism is justified, six years is too long a time to be taken out of the lives of 70,000 New York City children by a 'crude and unscientific' method of teaching. As a member of the Board of Superintendents, Mr. Grady is in a position to know the situation. Moreover, he is not one who is prone to express public disapproval of a school activity unless he feels sure of his ground. His challenge to the largest experiment ever authorized in the New York city schools ought to be met at once. Those directly in charge of the activity program should be prepared to refute his criticism or, if what he says is substantiated, to modify the experiment. After all, children are not guinea pigs. Their education cannot be sacrificed on the altar of experimentation."

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Upland, California, in the not too distant past of the eighties was nothing but a desert wash of rock and sagebrush, forty miles or so east of Los Angeles, with a background of mountains and Old Baldy, even in those days a white sentinel of the hot summer winds. Came the Atchison, Topeka, and Santa Fe railroad, the making of San Bernardino the western headquarters of the railroad with its railroad shops, and then the Chaffey Brothers founded Ontario, California, two miles below Upland. The rocky soil was planted to citrus and the area became by the early 1900's one of California's great orange sections. Upland, as the years passed, took on the semblance of its sister city to the south and became by 1939 a populous neighborhood of 6500 persons dependent upon oranges and lemons for a livelihood and filled with eastern settlers and their descendants, who literally lived in the sunshine, and orange blossoms, while a few miles distant the mountains were deep in snow.

By mid-September, 1939, Upland under District Superintendent of Schools Harold W. Cook, had completed the rehousing of the school children of the first nine grades and kindergarten on adja-

cent campuses of ten acres each. Upland still is part of the Chaffey Union High School District, and high school pupils of the tenth, eleventh, and twelfth grades attend the Chaffey Union High School in Ontario. The project is comprised of a junior high school building, completed several years ago that is most modern in its design and equipment and which at the present has a complement of 315 students.

The new Upland Elementary School, a replacement of the old Fannie D. Noe School, was finished last September 15. This new building, erected at a cost of $318,000, out of funds received from the sale of a $175,000 bond issue and a PWA grant of $143,000 is one of the most modern of the modern school buildings in California. The architects, Marsh, Smith and Powell, have designed a building for tropical California conditions. The style is Modern American, which on the Pacific Coast means a school building of straight lines, constructed of reinforced concrete, severe in outline, but attractive to the sight as it lies strung out on a one-story plane. In this new Upland Elementary building there is practically no wood. The roof is of four-inch concrete slab, the floors are concrete with asphalt tile on top, the building is earthquake- and practically fire-proof. Venetian blinds are furnished throughout the building. Heating is accomplished by a battery of gas furnaces, one heating three or four rooms. Lighting is indirect and is controlled by photo-electric cells. The school has complete sound equipment and intercommunicating telephones. Each classroom has an outside classroom, adjacent to its windowed side. The kindergarten is a separate unit with its own fenced off playground.

The school is built in two parallel wings lying north and south with the auditorium on its northern end. The length of the school is some 537 feet from north to south. The building has seventeen classrooms, a suite of offices, library, a cafeteria seating 160, an auditorium of 620 capacity with full stage equipment, and boys' and girls' lavatories. The building is handling 540 pupils at present. The grounds have been landscaped, and a roadway has been built back from the street upon which the school building faces to be used as a loading zone for the school busses. The school grounds have been fenced, lawns and trees have been put in, and part of the playground has been treated with asphalt. One distinguishing feature on the south side of the exterior wall of the auditorium has been the placing of several murals of California History by a Federal Art Project.

This is Superintendent Cook's eleventh year in Upland. For three years he was principal of the junior high school, and during the past eight he has been district superintendent. Mr. Cook started his work in this section as a social studies teacher in the Chaffey Union High School, then under the leadership of Merton E. Hill. It was fitting that on September 19 last the dedicatory address was made by Dr. Merton E. Hill, now superintendent of schools of Beverly Hills, California, who had so much to do with the early education of the children of both Ontario and Upland.

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An analysis of the salaries paid to New York City teachers has many highlights. It includes such facts as that eighty per cent of New York City school teachers receive at least $3,390 a year, plus two-month vacations, liberal sick leave, generous tax-supported retirement pay, and a security of tenure which is not equalled by any other profession. The scale of salary for the New York City teacher starts at $1,608 in the lower grades and at $2,148 in the high school. After the teacher becomes permanent the salary increases yearly until it reaches $3,390 for the lower grades and $4,500 for that of high school teachers. It takes thirteen years for the lower grade teachers to get the top salary, twelve years for the higher grade teachers, and fifteen years for the high school teachers. Of the 27,699 New York City teachers studied in the report 18,850 had been employed these twelve to fifteen years or longer and were receiving the maximum salary and only eighty-eight were receiving the first year's remuneration. Of the 1939-40 budget more than half of the high school teachers will be paid $4,500 or more, about five-sixths of the junior high school teachers will receive $3,830 or more. Four-fifths of the seventh to eighth grade teachers will draw the top salary of $3,830. Three-fourths of the kindergarten-6B teachers will be paid the top of $3,390. Thirty-six out of forty-nine high school principals will receive $10,000 each, and only two less than $9,000 each. The average 1939-40 pay of grade and junior high school principals will be $6,108, with more than half getting $7,000 or more.

The October issue of the *New Jersey Elementary Principals Journal* contains interesting information as to the activities of the elementary principals of New Jersey. This October edition ushers in the first number of this magazine in its twelfth year of publication. The roster of the New Jersey Elementary Principals Association includes among its names the most outstanding of the elementary principals of the state. Among them is this year's president, Miss Anne C. Scott of Leonia and after November next year's president Raymond S. Michaels, principal of Junior High School Number 3 of Trenton, N. J. Among the executive committee are such persons as Miss Aline Gerow, principal of School Number 10, Jersey City; Albion U. Jenkins, principal of the South 8th Street School, Newark; W. George Hayward, principal of the Elmwood Elementary School, East Orange; and Dr. De Witt Boney, principal of the Nassau School, East Orange. The advertising manager is Chester B. Bunce, principal of the Oakwood Avenue School, Orange. Among the interesting articles of this October issue are: "The Elementary Principal Looks at Student Teaching" by Dr. Walter Jacob, principal of Public School No. 3, Jersey City; "The Emotional Behavior of Children" by J. Harold Straub, Willard School, Ridgewood; "Improvements in Vision Testing" by D. B. Timmons, Hillside School, Montclair; and "The Radio-Victrola in Music Education" by Miss Eugenia Saville, Metuchen public schools, Metuchen, N. J.

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Rolland H. Upton, as district superintendent of the San Gabriel grammar schools, San Gabriel, California, has moved into a distinguished company of Los Angeles County school men. His school system is in the "Golden Valley" of the Los Angeles plain. Pasadena, San Marino, Sierra Madre, Arcadia, and Alhambra are all near-by school systems. We are sorry that in announcing his appointment in the September issue of the JOURNAL a couple of wayward consonauts were entangled in his name.

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Harold H. Phillips, principal of the Sussex Avenue and Roseville Avenue schools, Newark, N. J., is back from a year's leave of absence spent at Pasadena, California. His reports of California are most complimentary. The golf of Dr. John A. Sexson of Pasadena must have been quite convincing.

Western School News

Edited by MORRIS WAGNER

CALIFORNIA EDUCATORS WILL CONDUCT HARVARD WORKSHOP

Mrs. Lillian A. Lamoreaux, director of curriculum in the city schools of Santa Barbara, has been invited by Dr. Henry W. Holmes, Dean of the School of Education at Harvard University, to carry on a curriculum workshop for the summer session of 1940. Mrs. Lamoreaux will have as her assistants Miss Josephine Murray, supervisor of music, and Mrs. Clara F. Peterson, special teacher of art in the city schools. A number of Santa Barbara teachers and principals as well as teachers from other sections of California will accompany them. The Harvard workshop will provide six units of graduate credit. The group participating in the actual work will be limited to thirty-five in number. Dr. William H. Burton, formerly professor of education at the University of Southern California, was appointed this fall to head the teacher training department of Harvard University. He will act as consultant to Mrs. Lamoreaux' workshop group.

Superintendent Curtis E. Warren is continuing the extensive curriculum work in Santa Barbara with the assistance of the Stanford University Department of Education. Dr. Frank N. Freeman, newly appointed dean of education at the University of California, accepted an invitation to visit the Santa Barbara schools and curriculum work in action for three days in the early part of this month.

ADA YORK MARRIES

County Superintendent Ada York, of San Diego, was married October 25 in Yuma to Frank B. Allen, music composer and author. Mr. and Mrs. Allen have been friends since they were schoolmates in Worcester, Massachusetts.

Mrs. Allen has been county superintendent of schools in San Diego since 1921. She was for several years state secretary of the California Association of Public School Superintendents and was honored in 1930 by being named one of the nine county superintendents in the nation to serve on the national advisory council of school building problems. It is understood that Mrs. Allen will continue to serve as San Diego's County Superintendent of Schools.

DR. McSWAIN, NORTHWESTERN UNIVERSITY, VISITS CALIFORNIA

Many sections of California will soon have the opportunity to meet Dr. Eldridge T. McSwain, Professor of Education at Northwestern University, Evanston, Illinois. Dr. McSwain will speak before Central Coast Section, C. T. A., Watsonville, November 20-22; California Association for Childhood Education, Laguna Beach, November 24-25; San Francisco State College, University of California, San Francisco and Berkeley, November 27; teachers' meetings, Palo Alto and San Jose, November 28 and 29; Parent-Teacher Council, Santa Barbara County, November 30; Parent-Teacher Meeting, Santa Maria, December 1; teachers' meetings, Burbank and Glendale, December 4; Teachers' Club, Redlands, December 5; teachers' meeting, Long Beach, December 6; Institute, Taft and Bakersfield, December 7; and Institute, Ventura, December 8.

Dr. McSwain was born in South Carolina in 1898. He attended Newberry College and was graduated in June, 1919. Later he attended Teachers College, Columbia University. He received his M. A. degree in February, 1928, and was awarded the Doctor of Education degree in June, 1935.

Dr. McSwain completed the major part of his graduate work in elementary education. He has been a member of the division of elementary education in the School of Education at Northwestern University, Evanston, Illinois, since September, 1935.

LAND OF RED APPLES AND RAIN

In October, Oregon, the land of scarlet maple, rose-colored dogwood, golden aspens, and bountiful harvest is also the land of teachers' institutes. Helen Heffernan, Chief, Division of Elementary Education of the California State Department of Education, reports from the "land of red apples and rain" where she has been taking a postman's holiday addressing teachers' institutes. After a trip involving some four thousand miles of driving over Oregon and Idaho highways, Miss Heffernan is more enthusiastic than ever about our beautiful neighbor-state to the north and about the fine professional spirit of the school people.

Miss Heffernan spoke at the institutes at The Dalles, Corvallis, Baker, Marshfield, Hillsboro, and Monmouth and for good measure returned to California via Twin Falls and Boise where she addressed audiences of over a thousand teachers.

NEWS AMONG THE BOOKMEN

Philip P. Maxwell, who has been with the American Book Company for the last eleven years, is opening a depository in the Hawaiian Islands and will make his home there permanently. He is representing the following companies: Bobbs Merrill, E. M. Hale, H. M. Rowe Company, Rowe Peterson, Webster, Singer, Johnson, Charles E. Merrill, Thomas Nelson, University of Chicago Press, Junior Literary Guild, Quarrie Corporation, Lippincott, Harpers, Henry Holt, Sanborn and Harr Wagner Publishing Company.

Craig Ellis is the new Ginn and Company representative in central California cities and counties. During the past year Mr. Ellis was principal of the Lindsay High School. Before that he was principal of Mount Shasta High School, and he was also at one time a teacher in the Albany schools. He is a graduate of the College of the Pacific, with graduate work at the University of California. His many friends in school work in the State will be interested to hear of his new appointment.

Mr. Ellis takes approximately the territory formerly traveled by J. O. Tuttle which included the coast counties of California from San Mateo to San Luis Obispo, and the San Joaquin Valley to, and including, Tulare. In addition Mr. Ellis will travel the Mother Lode counties.

John A. Sexson, Jr., son of Pasadena's City Superintendent of Schools, is one of the younger salesmen in the western division of Rand McNally and Company. Mr. Sexson was graduated from the University of California at Berkeley in 1937. From September, 1938, to April, 1939, he was a member of the Rand McNally Editorial Department in Chicago. In April he was transferred to the San Francisco office of the company, from which he will handle sales in central California, including the coast regions.

RECENT APPOINTMENTS

Miss Margaret Vian is the new librarian at Fullerton succeeding Miss Margaret Bristow. Miss Vian is a graduate of the University of California Library School. She also has her general secondary teaching credentials. Her degrees were received in 1939, and this is her first position as a full-time librarian. Prior to this position she was library assistant at Compton Junior College Library.

R. E. Green, superintendent of schools at Fullerton, carries on a progressive program in which the library plays a very important part. The Fullerton schools are among the most beautiful in the state. The buildings are attractive, and the acres of lawn for children to play on are not only lovely to look at but very satisfactory to both parents and teachers. Mr. Green tells us that before the lawns were provided the playgrounds were frequently a cloud of dust at recess, especially when the Santa Ana was blowing. He says that even the cost of floor wax has been reduced due to the lawns. Formerly it was necessary to wax the floors much more often during the year than it is now.

Superintendent Max Smith of Merced has appointed Ruth S. Parker of Fresno as primary supervisor in the Merced city schools. Miss Parker was formerly a primary teacher in Madera County where she taught first and second grades for five years. She is a graduate of Fresno State College and has taken work toward a higher degree at the University of California this last summer. Her particular interest in the summer school course was the Demonstration School.

ONTARIO'S PROGRESSIVE PRINCIPAL

Bruce Miller is entering his second year as principal of the Vina F. Danks Junior High School at Ontario. Prior to coming to Ontario Mr. Miller was principal of the Placentia Elementary School. Mr. Miller held his first principalship at Heber in the Imperial Valley from 1930-1934. He then went to Ramona and was there until January, 1937, when he went into the Placentia system. In the summer of 1938 he accepted the principalship at Ontario.

Mr. Miller secured his administrative credentials at San Diego State College and is now completing graduate work at Claremont Colleges. He has for the last two years been teaching elementary science at the San Diego State College summer schools.

Mr. Miller believes very strongly in the establishment of various clubs for junior high school students. His teachers and students have entered enthusiastically into his plans and a great number of clubs have been established in the school. It was interesting to see the flag being taken down by a group of boys who volunteered to drill and make a special occasion out of the raising and lowering of the flag rather than having it done, as is so often customary, by the janitor.

EDUCATORS CONFER ON INTER-AMERICAN RELATIONS

The Western Journal of Education recently received from Cordell Hull, Secretary of the United States Department of State, a letter inviting our representation at a Conference on Inter-American Relations in the Field of Education. In this letter Secretary Hull says:

"The increasing importance of cultural interchange between the United States and the other nations of the world led the Department of State more than a year ago to create a Division of Cultural Relations. Although the program of this Division embraces nations in all parts of the world, it is devoting particular attention to the development of more effective relations with the other American Republics. . . . One of the most significant activities in which the Department is interested is that covering the field of educational activities."

The Journal has devoted considerable space during this current year to news bearing on the participation of school people in the broad program of our relationship with the Latin Republics. We have expressed repeatedly the opinion that success in reaching the Lima Conference objectives would depend to a very great extent upon the cooperation of the schools.

San Francisco has already initiated practical steps toward such cooperation. Under the leadership of Deputy Superintendent John C. McGlade and of Edith Pence, Director of Curriculum, courses on Latin American history and culture have been started in the high schools and very fine dramatic programs based on South American themes have been presented by high school students.

Miss Pence is at present in the east, and she attended the Washington Conference called by Secretary Hull. We shall look forward to publishing her report of the conference when she returns.

CALIFORNIA BEST REPRESENTED IN CURRICULUM SOCIETY

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, has recently been appointed Chairman of the Committee on Rural Education of the Society for Curriculum Study. She is also a member of the Executive Committee of this Society, in which California has a greater representation than any other state in the union. Other California members are: Mrs. Elda Mills Coale, Rural Supervisor, Butte County; Mrs. Ruth Edmands, Rural Supervisor, Colusa County; Mrs. Ruth Reed, Rural Supervisor, San Bernardino County; Mrs. Lelia Ann Taggart Ormsby, Director of Rural Education, Santa Barbara County. New York has the second largest representation: Helen Hay Heyl, State Supervisor of Rural Education; Dr. Kate Wofford, Department of Rural Education, Buffalo; Anne Holdford, Elementary School Supervisor, Delmar.

Representatives of other states are: Jennie Campbell, State Department of Education, Salt Lake City, Utah; Marcia A. Everett, Helping Teacher, Warren County, Belvidere, New Jersey; Dr. L. S. Tireman, Professor of Education, University of New Mexico, Albuquerque, New Mexico; Dr. E. T. McSwain, Professor of Education, Northwestern University, Evanston, Illinois; Iman Schatzmann, Secretary, Farm Foundation, Chicago, Illinois; J. C. Dixon, Director of Rural Education, Julius Rosenwald Foundation, Chicago, Illinois; Dr. Ruth Henderson, Supervisor of Elementary Education, State Department of Education, Richmond, Virginia; Minnie Follett, State Teachers College, Mankato, Minnesota; Lois M. Clark, State Department of Education, Harrisburg, Pennsylvania; Dr. G. Robert Koopman, Michigan Department of Public Instruction, Lansing, Michigan; Dr. R. Lee Thomas, Division of Elementary Schools, State Department of Education, Nashville; Katherine Cooke, Chief, Division of Special Problems, U. S. Office of Education, Washington, D. C.; and Dr. J. E. Brewton, Associate Director of the Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee.

THE LIBRARY OF PACIFIC HOUSE

Will the Exposition open again? At this writing, nobody knows. But whether the final curtain has rung down, or whether a brief reprieve may be in store for Treasure Island, we all know that the very essence of its poignant beauty was and will be the consciousness of its inevitable ending.

Can the Pacific House escape this destiny of annihilation? So unexpectedly valuable has been its contribution in a score of fields during the life of the Exposition, that everywhere voices are rising, calling for a perpetuation of the unique services which the Pacific House has been rendering to the many-sided life of our community.

What is our community? San Francisco and the Bay Region? Or California? Or the Pacific slope of our United States? Or the Pacific nations of North and South America? Or is it rather a community of nations flung far around our common sea, bound together by ties of a common past, a common culture, and an infinitely enlarged and enriched common future?

If we have caught even a glimpse of this magnificent vision of the future and the communal heritage of the Pacific countries, we owe it almost entirely to this Exposition and, specifically, to the Pacific House as embodying the theme and purpose of the Exposition.

In this one beautiful building was brought to a focus those ties of geography, of history, of art and economic development that bind into one whole the lands and people that rim the Pacific basin. No one that saw them will ever forget the great murals, maps so-called, but really works of art depicting for our final understanding the distant past, the incredible present, of the world we have shared but have not realized.

Science as well as art gave its best to the Pacific House. Business, commerce, found its most enlightened and enlightening contribution here. Here to a common meeting place came groups from many nations and a wide complex of interests for consultations and exchange of thought.

But all these contributions of Pacific House were in a sense subordinate to, and centered around, the Pacific Library. This collection of books, in one coherent group, is probably without parallel in the libraries of the world. For it was collected with one view in mind—to place on one expanding set of shelves all the books that are important to the understanding of the Pacific countries, as such. Archaeology, ethnology, and history; geography, geology, zoology, and all related sciences; books on art, on commerce, and industry; romance and fact; for research, for enjoyment; for adults, for children, all in one well-organized group, organized around one central theme—the lands of the Pacific Basin.

No such thing has ever been done before. One can hardly visualize how it could ever be done again, or in any other circumstances.

Must this library be scattered — returned to its donors, its component parts widely divorced into the conventional groupings of the model library system?

From many groups the answer is coming in a growing chorus of "No!" Scientists need this compact library. Business men of vision need and demand it. Transportation companies must have it. Artists cannot spare it.

But schools and teachers need it most of all. Leaders in our profession have been first to catch the vision of a curriculum that will prepare children for a future which will be bound up increasingly with our Pacific neighbors. The swift rush of world events has thrust before the eyes of everyone a picture of new relations and new educational needs.

The schools cannot afford to lose this library. We are not yet, as a profession, sufficiently aware of the background of the forces which are shaping our new world. We shall have to teach subjects in which perhaps we have no specific training. We shall have to train ourselves in order to keep ahead of the curriculum needs that will be driving us. Nowhere else can we so quickly and easily implement the classroom programs we shall have to devise as in this library, with its inspired and inspiring setting of Pacific beauty and history.

Somehow the schools must get behind the movement to perpetuate Pacific House, its treasures of beauty, and its incomparable library.

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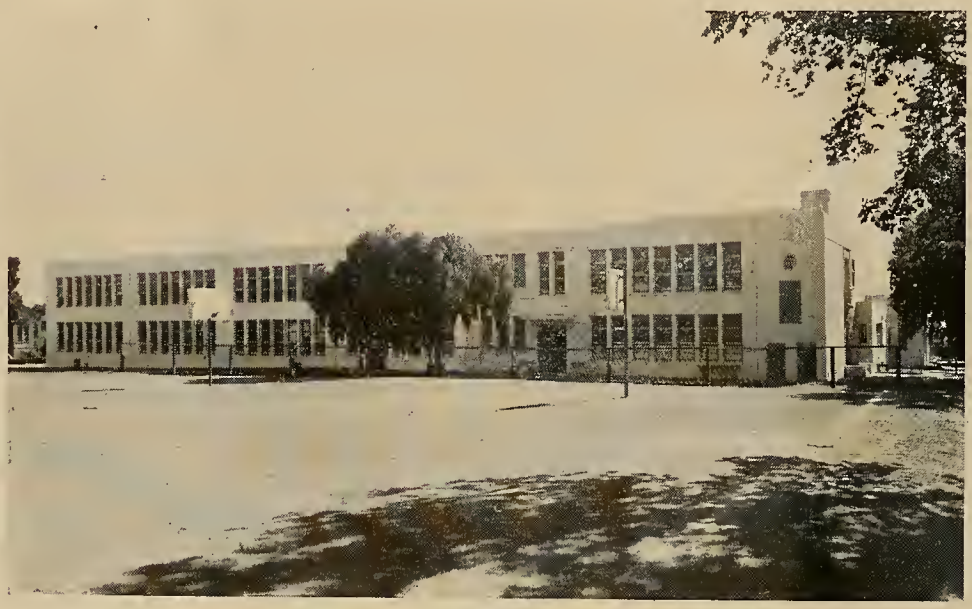
MEETING OF BAY SECTION ELEMENTARY PRINCIPALS

The highest possible standards for a professional gathering characterized the Regional Conference of Bay Section Elementary School Principals and District Superintendents which was held in Berkeley, November 4, at the Whittier-University Elementary School. The meeting was a marked success in many respects: the attendance figure of approximately 140 was far above that of previous meetings; speakers from the State Department of Education gave stimulating presentations that could scarcely be excelled; the audience manifested a vigorous enthusiasm; and the place of the meeting, the new Whittier-University Elementary School, represents the best that is available for the modern elementary school plant.



Built and maintained by the district, the school is under contract by the University as a demonstration and limited experimental school. The University provides a director of the school and a secretary; furnishes a certain amount of money for addition to teachers' salaries. Teachers are selected jointly by University and district. The district provides a principal of the school.

There are fourteen classrooms, cafeteria, auditorium, faculty lunch room, main storeroom, two auxiliary storerooms, library, office unit, health service unit, faculty women's rest room, conference room, bicycle and traffic police equipment room, janitors' workroom. The auditorium, which seats 300, has rolling doors that can be opened to the cafeteria, doubling capacity.

The Whittier-University Elementary School

The conference began with a business meeting at which Beecher Harris, President of the Bay Section, and principal of the Whittier-University Elementary School, presided. Dr. Ivan R. Waterman, Chief, Division of Textbooks and Publications, State Department of Education, presided at the professional meeting which followed. The presentations at this meeting represented the two main concerns of modern educators who have discovered that curriculum-making is only the beginning of education: Dr. Lillian B. Hill, Chief, Bureau of Mental Hygiene, State Department of Education, spoke on "Mental Hygiene of the Elementary School Child," and Dr. Gertrude Laws, Chief, Bureau of Parent Education, State Department of Education, talked to the elementary principals about their part in parent education.

Mrs. Hill discussed the importance of children's attitudes toward their physical needs and desires, their social behavior, and their occupational interests. In order to train a child to be a well-balanced individual she believes it is necessary to avoid undue stress on any one part of the training program. Individual differences in children should be carefully considered in determining the type of training they need. Intellectual factors, Mrs. Hill emphasized, are secondary in importance to personality factors. Good rest and relaxation are as important as hard work and play. Vitally important to the individual's evaluation of himself is love, with the feeling of security and belonging which it brings. Physical defects, or even small limitations, must never be ridiculed or made the basis of unnecessary pity lest the child's viewpoint be warped sufficiently to drive him to anti-social behavior.

Mrs. Hill concluded her talk with two splendid concrete definitions of the sick and of the healthy personality which so impressed the audience that there were many requests for the definitions in written form. Interested teachers may obtain these by writing to Mrs. Hill at the State Department of Education.

Dr. Laws' challenging talk, and a subsequent panel discussion, centered around the idea that the elementary school should act as a sort of auxiliary parent to children. If the effects of school training are not to be lost, parents must continue at home training which shall be in harmony with that of the school. It is desirable to have weekly meetings of parents and teachers in which problems can be ironed out and programs of progressive child training fitted to the individual family unit. In this way a fairly scientific consistency or "continuity in time and subject matter" could be obtained to ensure the success of parent education. Dr. Laws made it clear that parents should not be "taught" but should be helped "to want what they should have." It is important that parents understand parent education as "education in being parents," a special kind of education that is no reflection upon their general background. Education of those who will one day be parents can start as early as junior high school. The education of parents of very young children should start long before the children go to school.

Dr. Laws said that she started parent education work with the belief that parents were people already pretty badly damaged and that there wasn't much you could do about them. From her long experience, however, she has come to believe that one generation of rightly trained parents would "save us from whatever we are trying to save ourselves," about which there seems to be some doubt! Unquestionably, however, the need of the world today is for social and emotional maturity among all adults.

Members of the panel which discussed parent education were: Kenneth M. Forry, Principal, Martinez Elementary Schools; Letha F. Jenkins, Principal, Ross School, Marin County; W. M. Meagher, Principal, Morgan Hill School, Santa Clara County; Eva M. Ott, Prin-

cipal, Edison School, Oakland; Irene Snow, District Superintendent of Schools, Napa.

The professional meeting was followed by a luncheon at the Hotel Whitecotton, Berkeley, with Beecher Harris presiding. Music was provided throughout the luncheon by the combined orchestras of several Berkeley elementary schools, representing grades one to six, under the direction of Maybelle Wilson. Youngest member of the orchestra was a first grader who played the violin. It was the first time that these orchestras had played together, and the success of their joint undertaking caused Dr. Virgil E. Dickson, Superintendent of Berkeley City Schools, to observe that there is no better medium through which children today may develop the democratic spirit and achieve maturity than music, the one universal form of expression.

Fred Zimmerman, President of California Elementary School Principals Association, praised the Bay Section members for their interest, enthusiasm, and progressive spirit. The Bay Section leads California in the field of education, he said, and the State itself challenges all others in the nation for leadership.

The high light of the conference was the address given by Helen Heffernan, Chief, Division of Elementary Education, State Department of Education. In terms as glowing and dynamic as the best of progressive education itself Miss Heffernan described the "spirit of youth" which she believes should be the philosophy upon which the educational program of today and tomorrow is based. This "spirit of youth" is a cross-section of all the ideals of youth such as truth, beauty, honor, integrity, democracy, and intellectual freedom. Young people, said Miss Heffernan, are characterized by vigor and curiosity and the adventurous spirit. Youth always associates itself with positive idealism. She reviewed many of the positive ideals to which youth has given its allegiance—the Boy Scouts' pledge, the Athenian oath, the tenets of the Round Table in the Arthurian tales, the teachings of The Great Teacher. All of this has great meaning for the basis on which schools are organized. The schools must offer things to which youth voluntarily gives its allegiance. Miss Heffernan suggested that a worthwhile experiment might be to let children decide for themselves whether or not they would attend school for a year. If they voluntarily associated themselves with the school, it would be proved that the school was offering something vital to them.

Like the first two speakers of the conference Miss Heffernan emphasized the importance of the home-school relationship. The school has children for so little of their time really that a way must be found to promote real understanding of children in the home. Some home conditions in certain communities, said Miss Heffernan, will negate the entire effect of six hours' school training in ten minutes.

Speaking of the elementary curriculum Miss Heffernan stated that science would surely come to play an increasingly important part if not to be the entire substance of the curriculum. This is desirable in order to make young people conversant with, and fearless of, their environment, qualities to be desired in our leaders of the future.

In closing Miss Heffernan expressed her emphatic belief that school people today underestimate their own worth. "Schools will never again have the challenge which they have now—if they live through the next ten or fifteen years," she said. "We will either win at this juncture and make the world a decent place in which to live, or civilization will be destroyed. . . . No adults today are doing more to advance civilization than the teaching group. None can achieve more lasting and permanent values than we can if we preserve for ourselves the spirit of youth."

The Division of Research and Statistics presents some interesting figures in the California State Department of Education Report to the Governor's Council, July 31, 1939. Complete tables of A. D. A. and funds apportioned by counties give an interesting brief picture of the allocation of the state's population. The Southern California counties account for fifty per cent of the total school attendance; the eight San Francisco Bay counties, twenty-one per cent; the seven largest San Joaquin Valley counties, twelve per cent. The Report states: "The total amount of state funds required to be apportioned for the support of the public schools during 1939-1940 will represent an increase of $2,068,371.15 over the total apportionment made during 1938-1939 or an increase of 2.8 per cent."

JIM and JO ANN STORIES

Our School Book

By Dorothy Warnes Reilly

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Redwood City's New Library

By Irmagarde Richards
A Citizen of Redwood City

A city public library may not seem to be, consistently, a subject for report in a journal devoted to school news. But the Redwood City new library building has a logical place, and an important one, in the local educational scene.

For the librarian, Wilhelmina Harper, is a children's librarian. She is of course an all-around A-1 library administrator. She isn't a single track specialist. But first in her heart's interest, first in her life's experience, is her work with children. And when her loyal community thinks of her, they think first of all of her devoted work for the children of Redwood City. Children are synonymous with schools, nobody can deny, in our contemporary America. So it is school news that Wilhelmina Harper has achieved a new library for her city, a library inspired by and planned for the needs, the comfort, and the delight of children.

Redwood City is an old town, as California cities go. A hundred years ago, in the Spanish days, it was called Embarcadero, a shipping point on an arm of San Francisco Bay. Back of the flat bay lands rose a line of hills, magnificently forested. Wood cutters were already at work, logs dragged by teams of oxen came down to the Embarcadero, were rolled into the convenient slough and towed to Yerba Buena or Mission Santa Clara, to serve expanding needs.

For years into the American period the little settlement was the point of departure for redwood trees that slipped into log booms on the estuary or were loaded as lumber onto deep sea sailing vessels.

Today the forests are gone, remembered only in the name of the brisk little city that is a county seat and a favorite homesite for San Francisco's commuters.

No, there is one other memorial to the vanished forests. A small old-fashioned building stands not far from the estuary bank, and near its entrance is a bronze tablet:

SEA GOING SHIPS LAUNCHED
HERE FOR LUMBER TRADE
IN 1851

So it reads. Redwood high school students, put it there, years ago, at the entrance of their city library, to commemorate the vanished industry that gave their city its beginning and its name.

To this little library building, ten years ago, Wilhelmina Harper came as librarian. She came there from Kern County where for seven years she had been head of the children's department of the county library. Before that she had served in the Queensborough Library of New York City. There she had put her heart into a program of story hours and children's clubs, helping to safeguard the young city dwellers from the temptations of the city streets and their enticing "gang" life.

Wilhelmina Harper

So when she came to Redwood her first concern was to tackle the problems of the children, to build up a library for their needs, to provide a place for them to work and to find recreation beside the shelves she chose for them.

Did the children respond? We'll say they did! We've tried, personally, to find a seat in that library, in the hours when school was out. Both children and adults responded, so effectively that the little old building was soon hopelessly inadequate. Miss Harper worried. "Perhaps we can make a children's room in the basement, if we heat it thoroughly." She and her board planned, and carried out their plans, and for a time the problem was eased.

But not for nothing did that historic tablet stand at the entrance to the library. Although the estuary had, in the course of years, retreated apparently a block or so, in time of winter rains the swollen creek and the flooding tide met, underground, at the spot where once "sea-going ships were launched." To be precise, they met in the children's reading room!

These were "depression years." No one dared suggest a bond issue for a new library. Miss Harper and her staff patiently safeguarded books in time of flood and tried to make room for the children in the dry upper floor. They tried. "But sometimes we had to turn away as many as seventy who wanted to stay to read or study," sighs the librarian, troubled by this calamity even now, in the lovely spacious rooms of her new library.

At last it was obvious that, depression or no depression, Redwood City must have a new library. In a period when bonds on any ballot were being thunderously defeated, Redwood rose to the pleas of a devoted library board, and other civic groups, and voted, five to one, $85,000 for a new library.

A period of anxious planning followed. Librarian, trustees and architects toiled over blueprints. Miss Harper used her vacation for a trip to the east, to see what she could learn from new libraries, new ways of building. "I didn't get much help, so little building has been done in these years of depression," she reported. In the end they had to work out their own problems, adapting new techniques and arts of the building craft to the needs of a community.

So we have a new library in Redwood City. We are sure all the technical needs are well cared for. But only a trained librarian (like ours, for instance) could understand exactly these professional problems and their triumphant solutions. But this we do know, our new library is a place where the community is at home.

We are thankful of course for all the gifts of modern craft to modern buildings—rubber-tiled floors to silence steps, acoustic plaster on walls to silence voices, steel-framed windows to give a maximum of light, floods of indirect light at night, and air conditioning and earthquake proof construction. We are duly thankful to wise trustees and competent architects. But there is something else about

this library, not so easy to define, for which we are even more grateful, and we know we owe it to our librarian. It is a sense of homeliness that had its source in an awareness of human needs. There are, for instance, few steps to climb. Stairs are no fun for very small feet, for aged feet, for mothers with an armful of a future library patron. So our library is one-storied, and ramps take care of small differences of level. Windows are not high on the wall. They go to the floor, and look out on sunny little courts where already plants begin to show plans for gaiety and beauty.

Every kind of comfort has been provided for the working staff, including a garage with covered access to the building, a cozy lounge with facilities for the cup of tea that cheers the end of a hard day. Sure, they have a cataloging room, a work room for sorting and repairs, and all the tools they need. But a cup of tea! Now, who thought of that?

Did we say this library was genuine school news? We can prove it. More than half the floor space is given over to school age needs. Just off the entrance is a wing with tables, chairs and shelves for high school students. Beyond a movable partition of book shelves the tables are lower, the chairs smaller. And around the corner, in a recess by itself, is a little dream corner for the happy smallest ones, wee wicker chairs, tiny tables, a cozy fireplace, and low shelves all around, with all the treasures of the story world in reach of small eager hands.

Over the fireplace is a beautiful bronze tablet, dedicating this charming little room to the memory of John Gill, the beloved school superintendent of Redwood City, who died a while ago. Our library has another tie with the school world. For nineteen years our senior trustee, Mrs. A. S. Kalenborn, has served the library and our community, and for most of that time she has been also on the faculty of the Sequoia Union High School of Redwood City.

Our librarian, too, holds an honored place in another world outside her professional life. There is a lengthening list of books that bear her name as author or editor, many already familiar as indispensable standbys of story anthologies. Among the best known are: *Merry Christmas to You! Ghosts and Goblins* (Halloween), *The Harvest Feast* (Thanksgiving), *The Selfish Giant, The Gunniwolf*. Her periodic graded lists of new children's books are also standbys for teachers and purchasers of juvenile literature.

Among her many services to her community are the talks she gives to children, in their classrooms, on the use of a library, supplementing these talks with demonstrations when the class comes to the library for further instruction. In this service she has included the classes of the large Mt. Carmel parochial school and in addition has given freely of her time and service to the sisters teaching in the school who otherwise would be limited in their use of the library.

In the basement of the new building there is a room that suggests to most of us a useful place for all kinds of young or adult activities, since it has a stage, plenty of chairs, and whatever groups need for business or fun. In fact the trustees do so envisage this room, but to Wilhelmina Harper it is the "Story Room." So she sees it, full of children, crossing its threshold into an enchanted land.

Still — parents are not forgotten! "There is one corner I call the 'Parents Shelves'," she says. "I have books there for parents to read to little ones, before they can read for themselves. And really beautiful picture books. I don't call it a 'Mothers's Corner,' for fathers use it too!"

Redwood is a commuters' town. We love to picture a Redwood father, getting off his train, tired from a hard day in town, but one more problem still ahead of him. The bedtime hour! Ah—no problem at all! He pulls up his eager homeward bound car at the library curb. A quick dash to the "Parents' Corner," and, adequately armed with the Very Best, he dashes home to the perfect end of a most imperfect day!

The office of the librarian reflects the personality of its occupant. It is accessible. It is cozy, with windows open to a sunny patio; on dark days, a fire on an open hearth. This is no sanctum, no secluded ivory tower. We know that this little room will be open, not only to professional business, but to the human needs and problems of our community.

The community joins with Mrs. Kalenborn's words, spoken at the dedication of our new library, "Because of the zeal of our citizens' committee, organized through the efforts of the American Legion, we have our new library. We owe thanks to so many people, to those who worked on the building as well as all the interested officials and citizens, we just say with with all our hearts, 'Thank you all'."

And the community adds its heartfelt thanks that in this beautiful new building there will be a spirit of devotion and understanding for our children. For no one puts a deeper mark on the lives of children than the librarian who guides them into that vast world of great experiences,

". . . whose margin fades
Forever and forever, as we go."

The corner for the smallest ones. So well proportioned is this setting that the eye does not detect the Lilliputian dimensions of chair and bench and reading rack.

The Garden That Grew

F. B. SMITH, Principal, El Dorado School
ESTHER GUTHRIE, Supervisor of Science,
Sacramento City Schools

As I left my office one morning I heard a babble of voices, punctuated with staccato exclamations of delight and awe. Then, as I stepped into the corridor, I was overwhelmed by a group of third graders.

"Oh, oh, Mr. Smith, see this caterpillar we found in our garden!" exclaimed one.

"See, we found him on a nasturtium leaf in Nancy's garden," chimed in another.

"Yes, we're going to feed him in our room. Nancy is going to feed him leaves from her garden. We'll have a beautiful butterfly," cried the third.

Then the group rushed excitedly in to show their "find" to their teacher.

Three months ago this caterpillar from the now all-absolving garden would have been only a worm to have been destroyed or avoided by these same children. Now it is a subject of interest and curiosity. What has brought about the change?

I am presenting the story of the garden that effected this transition and not only produced beautiful flowers but also helped bring about a spirit of cooperation and loyalty in the class.

* * * * *

Miss Bassett's group of high and low third grades initiated a project in gardening that grew into a real unit of work. This unit of work became so important that it gained the center of interest in most of the classroom work as well as providing educational experiences in living and working together. The planting of flowers and bulbs at home during the months of January and February no doubt gave extra momentum to the project, for nearly all the children in the class have flower gardens.

Science Becomes Meaningful

One day in the science period the children suggested that the class could grow their own flowers. Discussions that followed brought out that window boxes are easy to make and would be ideal for flowers and bulbs. The necessity for a real garden was felt. Arrangements were made to have one on the school grounds. The science period immediately became devoted to a discussion of the growing of flowers. The various factors for their successful culture were discussed. Real interest was shown in all the necessary steps for flower growing. Mixture of soil, proper exposure, and when and how to plant the flowers were each briefly discussed in turn as interest increased.

When the need of fertilizer for the ground was suggested (it was a trifle awkward to get it by school requisition as no provision had been made for it in the budget) it was settled by two boys bringing fertilizer from their rabbit hutches and chicken houses.

The science period became a garden-centered discussion. The state science series was used as a basis for these discussions. The advice and assistance of Miss Guthrie, the science supervisor, helped greatly. As one youngster expressed it, "She knows her stuff about flowers and toads, too."

Speaking of toads, the children found out that toads were helpful so one of them brought a toad from home to "help keep my garden beautiful," as he expressed it.

The weeding and watering of the garden as well as the care of the plants was assumed by the children as their responsibility.

Scientific reasons for doing things became a matter of daily discussion. The teacher wisely followed the leads of the children's interests and discussed various problems as they arose.

The Unit of Work Becomes Part of the Reading

When the kinds of flowers to be planted were discussed, differences of opinion arose. There were arguments about the colors, size, and even names of the plants. Seed and nursery catalogues were brought to bolster up the various opinions. The attempts to read the descriptions of the flowers came about quite as a matter of course. The more the children read the description the greater the interest of each child became in certain kinds of flowers.

Discussions of the methods of planting and cultivating the flowers became of great importance in the daily program. The catalogues told them how to plant the seeds and how to care for the plants. They eagerly read these instructions. Reading became functional.

Drawing Becomes a Reality

When it was suggested that no window boxes could be properly planted without plans, the children began to draw plans. The obvious became too apparent to be overlooked longer—no window boxes of ordinary proportions could contain the great variety of flowers that had been selected. As the plans for a larger garden out in the yard made the science period more meaningful, it also made the drawing period more important, for a garden in the yard called for more plans than just window boxes.

Flower arrangements had to be considered as well as paths and beds and borders in the laying out of this garden. Certain flowers went together—others did not. Again the children read and reread the descriptions of the flowers in the catalogues. Each child drew a plan for the garden. So many different ideas were

suggested that a garden plot for each child was adopted.

When discussions of friends and enemies of the garden came up in the science class, the children drew pictures of snails and cutworms as enemies, and toads, earthworms, and butterflies as friends.

Arithmetic Is Found to Be Necessary

Arithmetical processes became necessary in the development of this garden. The plans had to be laid out to scale. Inches and feet and yards became a reality to these children.

The price of seeds and plants offered real and worthwhile problems in addition and subtraction. The use of symbols for dollars and cents meant something new. Judgment and initiative in spending and ordering were developed by the children themselves as they decided on the seeds they wished to purchase.

Spelling, Writing and Language

The use of spelling, writing, and language was so functional in its nature in this project that it would be difficult to explain properly just how they came in and how much they were used. Spelling was demanded by the children as they asked that the following list of flowers be put on the bulletin board for reference:

pansy	nasturtium
zinnia	marigold
pink	California poppy
verbena	Shirley poppy
pincushion	African marigold
cock's comb	French marigold
baby's breath	sweet pea
four o'clock	clarkia
Virginia stock	petunia
cosmos	stock
larkspur	sweet alyssum
aster	

Notebooks such as the following were kept by some of the children:

"There are two kinds of flowers—annuals and perennials. A plant has seeds so that there will be more plants like it the next year. Annuals die at the end of the summer. Before an annual dies it makes seeds which will make the same kind of plant grow another year. It will be a new plant. The flower produces the seeds.

"Perennials live on from year to year. Some plants have seed pods, others cover their seeds in different ways. Some seeds are scattered by the wind.

Annuals	larkspur
sweet pea	petunia
poppy	**Perennials**
aster	rose
snapdragon	buttercup
zinnia	peony
marigold	geranium
nasturtium	

"The friends of a garden are bees, birds, butterflies, toads, and earthworms. The enemies of a garden are cutworms, snails, grasshoppers, and plant lice. Bees get pollen on their wings and carry it from flower to flower and that is how seeds are formed."

Letters were written to order seeds. Then a real thank-you letter was written to the P.T.A., for they had become interested in the garden project and donated funds for a bird bath. In this letter the children explained how they had selected one that could be removed from the garden whenever school was not in session, thus assuring the P.T.A. that they were careful of property.

Social Studies Become Integrated

The general topic for development in our social studies curriculum in the third grade is "Sacramento," the children's home city. Probably one of its outstanding factors is its great number of beautiful gardens. Things such as the cheapness of water rates, good climate for flowers, and pride of people in their homes came in for their share of consideration.

The beautiful flower gardens in the local parks and reasons for the city cultivating flowers were discussed. It was agreed that this was a good way to spend some of the tax money.

Evaluation of the Unit of Work

The children learned how to plan for a garden, such as paths, borders, tall and short flowers and kind of color combinations. They learned the meaning of annuals and perennials; how to prepare and plant the garden; how to care for the garden; how to transplant flowers when small and how to fill up the holes left by digging up the plant.

The children learned also that transplanted plants need special care. They learned neatness and orderliness in the care of a garden. They learned how flowers propagate themselves; when and how to pick flowers.

They learned that some flowers are better for bouquets than others.

The sense of ownership of the garden plots was very strong. Sharing plants with others, enjoying the thrills of the other ones over their triumphs in seeing plants grow and bloom all helped to build up a very splendid comradeship.

The socializing influence was worth all the labor and planning involved in this undertaking.

* * * * *

As principal, I took a deep interest in this project. I became so enthusiastic that I tried to avoid exaggerating the results. While I was greatly pleased with the growth and development of the children, the "doubting Thomas" in the corner kept suggesting, "Have they neglected the tool subjects in their intense devotion to their garden?"

The Los Angeles reading tests and Pressey Diagnostic reading tests told me an interesting story. The children are all the way up to, and beyond, their norm in their reading.

From the evidence at hand there is no doubt in my mind but that they are equally advanced in the other tool subjects. My evaluation of this semester's unit of work in gardening in that particular third grade is that it was one of the happiest and most profitable I have ever seen.

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Library News

Edited by MABEL R. GILLIS, State Librarian

It is particularly fitting that in the month of Book Week, we feature an article by a librarian who is also the author of the delightful books for children, *Bluebonnets for Lucinda* and *Tidy Paws*, and lecturer on work with children at the University of California School of Librarianship.

"TWENTY YEARS A-GROWING"

Some Notes for Book Week

By Francis Clarke Sayers

This November, 1939, marks the twenty-first year of Book Week, which now, like the splendid Irishman of the Blasket island, has been "Twenty Years A-Growing." It is the most long-lived and vital of all "the weeks" which mark off so much of the American year—from "Be Kind to Animals Week," through "Apple Week" and "Dairy Week," to "Gas Range Week." There are many reasons for the vitality of Book Week. The dignified, constant and thorough promotion of the book sellers who inaugurated it is one; the cooperation of schools, libraries, scout and camp fire groups, the Parent-Teacher Associations, and all the other organizations who have supported it is another. But the chief reason for the lasting interest is to be found in the books themselves, and in the progress and development of the publishing of children's books during the last twenty years. Looking back upon all that is creative, spontaneous, and original in children's books during the two decades since Book Week was begun, I find myself paraphrasing the lines of Omar Khayyam—

"I often wonder what booksellers buy
One half so precious as the stuff they sell."

It is natural to take stock of oneself upon coming of age, and teachers, librarians, and parents who are interested in children's reading may well ask "what has been accomplished, and what of the future in the light of the past?" The greatest aid to this purpose is to be found in the new edition of Anne Carroll Moore's critical essays which were published during the twenty years of greatest development in children's books in America under the titles of *Roads to Childhood*, *New Roads to Childhood*, and *Cross Roads to Childhood*. The new edition, which includes the three former books with the addition of new material bringing the articles up to date, is called *My Roads to Childhood*, and has just been published by Doubleday, Doran. Within the pages of this book one can trace the development of the last twenty years, as seen through the mind of one who is herself responsible in a large measure for the strength and vitality in the publishing and illustrating of children's books in America.

In 1918, Miss Moore, then as now Supervisor of Library Work with Children in the New York Public Library, began a series of articles on children's books and reading for the *Bookman*, a monthly journal of literary criticism published by the firm of George H. Doran. This series was to continue until 1926. It was the first time that children's books were given the critical estimate in the pages of a literary journal on an equal footing with criticism of books for adults. The publishing of books for children at that time was practically at a standstill. "Juveniles" were, for the most part, an unhappy side line of publishers, something gotten up for the Christmas trade. There was yet to come the new development of separate departments in the publishing firms, for the publication of children's books, with competent editors of their own. There was yet to come the new processes of color reproduction making possible the rich and beautiful harvest of picture books and modern illustration. The program of all year publishing of children's books soon supplanted the seasonal plan. Men and women of distinguished gifts as authors and artists came to realize the opportunity which the audience of children gave them, and they brought the best creative gifts they had to offer.

During these twenty years past, the criticism of children's books kept pace with their new vitality and dignity. Out of Boston came *The Horn Book*, a review devoted entirely to children's books. The *Herald Tribune* "Books" inaugurated a weekly page given to the criticism of books for children. The page "The Three Owls" was also edited by Anne Carroll Moore, and the subsequent publication of many of those articles in book form bears testimony to the interest of various people — artists, writers, teachers, librarians, and journalists, who contributed to that page.

Educational theories had their bearing on the development of children's books also. There has been an exciting development in the field of social science which has resulted in splendid, accurate, and dignified books of information and fact on a great variety of subjects. There has been also a dramatic sense of making the book itself a work of art. This has resulted in books in which binding, print, and illustration are a fulfillment of the author's mood and sense.

With this rapid development there has come, too, the spurious, the cheap, the insincere: books made to the order of prevailing theories or fads. The unique contribution of Anne Carroll Moore's criticism is to cut through the false and the mediocre, like a sharp plow through a field, and to turn up, above the level of the ground, the enduring works of originality. Anyone who has shared in the reading of boys and girls during these years will be aware of the acumen of this critic's opinion. Her judgment has been substantiated by the acclaim which the generation of boys and girls who have come to maturity during these twenty years have given to the books she has proclaimed as lasting.

The book is particularly valuable for its book lists, especially the list with which the book ends, "High Roads to Childhood, a Representative List of Books published 1926-1938." Miss Moore says of this list:

> "I have chosen for the list . . . those books which seem to me to have special value of originality, beauty or spontaneous appeal to children, and I have made the choice largely from the imaginative rather than the realistic field."

This emphasis on the imaginative rather than the realistic does not mean that the list is entirely made up of fairy tales. It does mean that the creative has been given preference over the factual. It seems to me to be an emphasis that is wisely made, because the emotional ability to transform fact into an imaginative truth is a source of lasting pleasure and wisdom: the very earmark of education, and what we mean by culture. It was Walter Pater who said that the chief function of all education is "to impart the art, namely, of so relieving the ideal or poetic traits, the elements of distinction in our every day life—of so exclusively living in them—that the unadorned remainder of it, the mere drift or debris of our days, comes to be as though it were not."

I think of this in connection with a recent book for children, published this Fall by G. P. Putnam, called *Little Toot.* It is the gay and original story of a little tug boat who, after the manner of the traditional hero of folk lore seems to be an irresponsible and lazy fellow, yet who comes to glorious achievement in the end. Now there have been factual books written for children about tug boats, telling how they work, who owns them, and why they are important to the shipping of a great harbor. But the classic impudence of the tug boat, its stout, impertinent dignity has been caught and crystallized in the text and pictures of this book. No one who has ever watched a tug boat will forget this book, and the imaginative truth of it will remain in the mind long after the facts have been forgotten, or changed by time and the inventive mind of man. For my part I wish I might give it to the pilot of *The Three Friends.* I met *The Three Friends* only recently. She came alongside the motor ship *Tabor,* upon which I was a passenger, and nosed her slowly up the St. John river, to Jacksonville, Florida. The pilot spoke of her with respect. "She served as gun runner in the Spanish American war," he said. "She's made of the best Florida oak." "Yes," he said, after a reverent pause, "she's a great lady, and you won't meet many like her, Mom."

It is this quality of imaginative truth, which makes *Little Toot* one of the outstanding books of the year. It is the ability to see humor and the universal spirit behind and beneath the life of this world that we must guard in books for children. It is the stuff which nourishes and enriches the innermost life of the individual, and so preserves him from the common mediocrity, upon which the mass mind is built.

My Roads to Childhood gives us rich summary of this quality in books of the past twenty years, and casts a light upon the roads ahead which seem to promise great need for the preservation of the dignity of the individual.

We cannot do better for this book week and for those to come than to quote from Miss Moore's book:

> "Children's reading is not a problem to be solved by anyone. It is, or may be, a very wonderful, rich and free experience which should never be cheapened by artificial stimulation or reward.
>
> "Reading is an art. It cannot be measured by graphs or statistics. The glow of enthusiasm a boy or girl brings to the first reading of a book—whether old or new—to which he feels spiritual kinship is an infinitely precious thing to be cherished and respected on its own terms."

A NEW MUSIC LIBRARY

The La Jolla Library, a branch of the San Diego Public Library, has recently received a very valuable gift. It is the Bach-Gesellschaft, a costly edition of all Bach's compositions. This splendid gift was presented to the La Jolla Library by the six surviving children of Mrs. Eda Hurd Lord as a memorial to their mother. There are sixty volumes installed in cabinets especially constructed for them. A suitable bookplate was designed by one of Mrs. Lord's artist friends, Frances M. Geddes.

Besides the Bach-Gesellschaft, the memorial includes quantities of chamber music, trios and quartettes, symphonies.

Alice V. Carey, librarian at La Jolla and Cornelia D. Plaister, San Diego Librarian, now have the distinction of making available to their borrowers one of the finest music libraries in the state.

NEWS NOTES

A change in the County Librarian for Tuolumne County has been caused by the marriage of Thelma Alvestad, which will take place November 4 in Berkeley. Miss Alvestad will marry Theodore D. Keech of San Jose.

Edith W. Taylor, who has been on the staff of the Ventura County Library, succeeds Miss Alvestad in Tuolumne County November 1. The vacancy caused by Miss Taylor's resignation in Ventura County has been filled by Eunice Norden as Junior Librarian. Miss Norden is a graduate of the University of Southern California School of Library Science with recent temporary experience in the San Bernardino County Library.

A plaque to the memory of San Mateo's beloved librarian, Inez M. Crawford, was unveiled.

Mrs. Thelma van Groos, Napa County Librarian, has just announced that a Bookmobile, provided for by the Supervisors in this year's budget, is now ready to take to the road. It will be shown first at a meeting of the Custodians of Napa County Branches to be held November 4.

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THE PRESIDENT'S MESSAGE

By C. W. Pierce

I shall endeavor to write you informally each month through these columns giving you glimpses of work being done in such portions of our great state as I am privileged to visit from time to time. I have just now returned from the National Convention of Public School Business Officials which was held in Cincinnati, and I am more than ever convinced of the great value realized by all trustees who attend either district, state, or national educational conferences. It is impossible to attend one of these meetings without coming away from it inspired to do greater work in our own fields, and it is always a challenge to know of the fine accomplishments of other groups and persons who are engaged in safeguarding and maintaining public educational institutions. I want to give you just a word about our trip as we went east this time, to be followed next month with more specific instances from the whole convention.

Ignoring the superstition still lingering around the number thirteen, we left Los Angeles Friday the thirteenth, via the Chief and Santa Fe.

In passing, I want to say that the service on the Santa Fe is unexcelled. An afternoon and night brought us in the morning to Albuquerque, New Mexico. We alighted for a few moments in that invigorating air. One lone Indian woman who had braved the early morning chill was huddled beside her few wares.

There is always something intriguing about the station at Albuquerque and its surroundings. One is set back to the old Spanish and Indian days of another time.

We liked the invigorating air of that high plateau, and all that day we rolled along in all the comfort of a modern stream-lined train, across the backbone of our continent, with primitive life still all about us — the Indians' sod-covered houses; a few Indian ponies grazing where there was a little feed on their Reservation by some small stream; the vast plains and mountains bare under a cloudless sky. Primitive peace reigned supreme.

History tells us that the Spaniards were the first white men to visit the region now constituting New Mexico. New Mexico is filled with interesting Indian remains, ruins of Pueblo cities, Aztec villages, Spanish mission houses, and cliff dwellings.

Finally we crossed Raton Pass, nearly 8,000 feet elevation, and went on into Colorado—Trinidad, La Junta and Lamar. We had been glimpsing a different world than that of our coastal plains.

During the afternoon we listened to football broadcasts, and toward evening to the voice of news commentators, both from London and from Amsterdam.

The day slipped into darkness as we dropped down toward Dodge City, Kansas. There was a small new crescent of a moon in the clear sky, and on our return to Los Angeles we were to behold this tiny crescent fully grown into the brilliant Hunters' Moon.

Night settled down, and we rolled on into Chicago and Cincinnati.

In the next issue we shall give you the high lights of the Convention.

COUNTY INSTITUTES

Santa Cruz County

Santa Cruz County trustees gathered for their annual dinner-meeting at the call of their County Superintendent Mrs. Janie Stocking, on October 21, in the Presbyterian Church in the city of Santa Cruz. Matters of local interest were generally discussed during the dinner hour, after which Miss Elsie Toles, Associate Professor of Education at San Jose State College, and G. L. Aynesworth, past President of C. S. T. A., addressed the group. About one hundred trustees attended the meeting.

Lake County

County Superintendent Mrs. Mary Mason Harrow has set December 14 as the date for her annual Trustees Institute, which will be held this year at Adams Springs. Mrs. Florence Porter will discuss "The Responsibility of Trustees" and review the new laws passed in 1939.

Los Angeles County

The first quarterly meeting of Los Angeles County trustees was held recently at the Montebello Junior High School, with Mrs. A. L. Blanchard, President of the County Unit, presiding. This was a dinner meeting, served by the Home Economics class of the school, to more than a hundred members and guests. During the dinner hour a string ensemble furnished delightful music, with a group of vocal solos by Mrs. Josephine Dockstader. Speakers of the evening included B. M. Jones, President of the Montebello Board of Education, A. R. Clifton, County Superintendent, President C. W. Pierce of C. S. T. A., Miss Elsie Jensen of S. R. A., Mrs. Ardella Tibby, Superintendent of Compton City Schools, Mrs. Florence Porter. Mrs. McCandlass and Mr. O. O. Marshburn gave interesting reports of the C. S. T. A. Convention at Oakland, and the Superintendents' Convention at Del Monte. Mrs. McCandlass closed her address by outlining the following reasons for trustees' attendance at state-wide educational conferences:

(1) It enables the trustee to see better the whole program of education and get a better perspective on educational problems;

(2) Frequently ideas applicable to one's local situation are encountered;

(3) Attending the meeting—picking up a new idea or two, and then looking back at your own situation from the distance may help you to see your own problem in a new light;

(4) Meeting personally other school trustees and superintendents from other districts opens the way for mutually helpful discussions;

(5) It makes the trustee realize very keenly that there *is* an educational profession seriously at work on school problems;

(6) Contact with the profession may give the trustee more confidence in the recommendations of educational leaders.

Kern County

An all-day meeting of Kern County trustees was held on October 28 at the Standard School in Oildale, with County Superintendent Leo B. Hart and Deputy Superintendent Bernard Ely presiding during the morning sessions. Speakers included Walter Morgan of the State Department of Education, who discussed recent enactments; G. L. Aynesworth and Mrs. Florence Porter. During the afternoon session new officers for the Kern County unit of trustees were elected, and plans were made for active participation in school affairs during the

coming months. B. F. Stinson, member of the Bakersfield City Board of Education, was elected President, and Ralph Inness, member of the Standard Elementary School Board, was chosen Secretary. Other officers and directors were selected from various parts of the County. The next meeting of the unit will be held in December.

Stanislaus County

October 25 was the date chosen for the annual fall meeting of Stanislaus County trustees, who met for a dinner meeting in the Yolo Street grammar school at Newman. Mrs. Margaret Annear, County Superintendent of Schools and Reverend H. J. Von Renner, President of the County Trustees Association, presided and presented an interesting program including discussions of several measures on the November ballot, as well as problems affecting various school districts. Lon Cleveland of Modesto addressed the group on the subject "Does the School Trustee Need To Be Concerned About Subversive Influences Getting Into Schools?" in a forceful and interesting manner, after which a general discussion of plans for the coming year occupied the trustees.

SELECTION OF TEACHERS

School trustees and administrators are well aware that there are vast differences in the qualifications of teachers, and they know that far more than the mere possession of a credential is necessary to insure success as a teacher and member of the community.

The problem of finding teachers who will fit in best with your community is a very real one, but many trustees and administrators are finding the placement secretaries of the various California colleges especially well-prepared to help you select teachers, for they know their graduates from many points of view. They know, to some extent at least, what sort of persons their graduates are, what special abilities they have, what their strengths and weaknesses are, etc. Many of them know your community well too, and can, if given the opportunity, render helpful service in selecting from their graduates two or three of their most suitable candidates to send to you for your consideration. We believe schools will thus receive better teachers and that trustees will be saved much time in interviewing unselected candidates.

ILLINOIS ASSOCIATION OF SCHOOL BOARDS

Attesting the importance of work being done by the Illinois Association of School Boards, President Ira E. Garman of Bellwood, Illinois, has announced the appropriation of $15,000 for Research purposes, by the State Legislature. This money is to be expended by the State Association during the coming months through its Executive Committee and recently appointed Research Director Mr. Glenn M. Kelly. So far as is known this is the first instance in the history of American education where such tangible recognition has been given to associated school trustees, and it will go far toward widening the influence of this large body of elected school officials.

Dr. Bruce Baxter, President of Willamette College, quoted Horace Mann in a recent address to California school superintendents at Del Monte when he said, "Be ashamed to die until you have won some victory for humanity." This may well be taken as a challenge to school trustees as well as school administrators.

Shafter Elementary School Population Growing

During the past few years it has been difficult for school authorities in the Richland School District, located in Shafter, Kern County, to keep pace with the rapidly growing school population of that community. Although substantial additions have been made to the school plant during the past two years, an additional unit of at least four classrooms is deemed necessary to take care of this year's enrollment. This district is the head of the potato and cotton industry and many new permanent citizens, as well as transients, are making this section their home.

Taft Vocational Survey

Completion of the Taft vocational guidance committee's survey has been announced at Taft Union High School. Approximately sixty different professions and jobs will be included in different programs planned. Further information is available from Frank Dickson, President of the Board of Education.

1939 DIGEST OF SCHOOL LAWS

Copies of the 1939 Digest of School Laws, published by the California School Trustees Association, may be obtained after December 1 from the office of the Secretary, Mrs. I. E. Porter, Professional Building, Bakersfield.

APPELLATE COURT DECISIONS

Liability of District for Injury to Pupil on Playground:

Where a third grade pupil of an elementary school district was, as a part of the athletic training required, with other pupils of the school engaged in playing "Kick-the-Can" on the school grounds during a recess period under the supervision of a teacher, and such teacher permitted two boys to ride their bicycles about the playground where the game was being conducted, and the evidence showed the boys had been permitted for several months with the knowledge of the teacher and without protest by the district or its officers or employees to ride their bicycles on the school grounds while games and physical training were in progress, and one of the boys on this occasion ran into the pupil, seriously injuring her, the pupil was injured as a proximate result of the negligence of the district, and the teacher and the district were liable in damages for the injury under School Code section 2.801. (Buzzard v. East Lake School District etc., 98 C. A. D. 429,—Pac(2nd)—.)

Dismissal of Permanent Teacher for Violation of Rule of Governing Board of District:

Where, under and in accordance with the provisions of School Code sections 5.650 et seq. a permanent teacher of a school district was dismissed by the governing board of a district for violating a regulation of the board prohibiting teachers from engaging in outside employment except by special permission of the board, the charge of the board that the teacher admitted the violation of the regulation by writing a letter to the board stating that he regretted he could not obey "the rule of the board, but conditions have made it impossible" cannot be sustained in the absence of any statement of the teacher he "would not" obey the rule. Nor can the argument of the board that the teacher admitted the charge in the said letter be sustained when the argument of the board is based on the following language: "All teachers were doing private work when I entered

the system and the rule had been disregarded for many years. I knew nothing of it." Such language is only an admission that he knew nothing of the rule when he entered the service of the district. (On the above and procedural grounds the judgment of the trial court was reversed with direction to deny the motion for judgment on the pleadings [therefore given to the plaintiff district] and give defendant a reasonable time within which to amend his answer.) (Fresno City High School District v. Dillon, 99 C. A. D. 11,—Pac(2d)—.)

Sufficiency of Notice of Intention to Dismiss a Permanent Employee:

Where the governing board of a district (under the provisions of School Code sections 5.650 et seq.) notified a permanent teacher of the district that there existed for her dismissal certain causes in that the teacher had violated certain regulations of the Board and had committed acts of unprofessional conduct and was unfit for service and that the Board intended to dismiss the teacher at the expiration of thirty days from the service of the notice, the notice of intention to dismiss given by the board to the teacher was insufficient in that it does not appear in such charges that the violation by the teacher of the regulations of the board were persistent as required by School Code section 5.650, and in that since all the faults charged to the teacher (in the opinion of the court) could be corrected, the notice of intention to dismiss given to the teacher by the board should not have been given until the lapse of ninety days after the giving of a notice of incompetency by the board to the teacher under School Code section 5.652.

By the 1935 amendment of School Code section 5.652 (Chapter 691, Statutes 1939) the Legislature by adding the language "other than incompetency due to physical or mental disability" used the word "incompetency" in its broad sense of meaning all correctible faults of a teacher. (Fresno City High School District v. De Caristo, 98 C. A. D. 137, —Pac(2d)—.)

ATTORNEY GENERAL'S OPINIONS

Duties of District Attorneys:

Unless the act creating a district expressly authorizes the employment of an attorney, it is the duty of the district attorney to act as legal counsel for all districts formed in the county if the districts request his services (citing Political Code 4153-5146a; Ward v. San Diego School District, 203 Cal. 713; Attorney General's opinions Nos. 5446, 5642 and 10732). (A. G. O. NS1938, September 6, 1939.)

Employment of Minors:

A minor coming within the classes included in Labor Code sections 1298 may not be employed unless the permit required by School Code section 1.220 has been issued, and despite the minimum age of 10 years set forth in Labor Code section 1298, the minimum age at which anyone may engage in the trades specified in said section is fourteen years, except during vacation times, and at such times, twelve years.

A minor within the classes included in Labor Code section 1394 may not be employed unless the permit required by School Code section 1.220 has been issued. No permit under the Labor Code or School Code is required for the "appearance" of a child in a performance or entertainment specified in subdivision (d) of Labor Code section 1394. (A. G. O. NS1990, September 22, 1939.)

Indenture of Apprentices:

Federal Emergency Administration of Public Works advised, through California State Labor Commissioner, that apprentices must now be indentured in California pursuant to the provisions of Chapter 220, California Statutes of 1939, in lieu of old Common Law, and former statutory provisions relative to apprentices. Under new provisions, apprentice agreements are subject to regulation of Apprenticeship Council created by the statute. (A. G. O. NS1895, August 21, 1939.)

Involuntary Retirement of a Teacher under State Teachers Retirement Law:

Under School Code section 5.872, the State Teachers Retirement Board may on the basis of competent medical opinion retire a teacher on the application of the governing board of the employing school district for mental or physical infirmity incapacitating the teacher for further service. In the event such teacher refuses to submit to examination, an opinion secured from a physician based on records, documents or other evidence received by the Board at its hearing, or upon the physician's observation of the teacher at the hearing, coupled with any oral evidence he might there hear, or a transcript of which he might read, would be competent medical opinion under said section.

A proper hearing must be given such teacher, including opportunity to be heard after reasonable notice of the time and place of the hearing at which the teacher may have an attorney, present evidence and cross examine witnesses, including the physician, produced in opposition to her position.

The Board must itself conduct such hearing, there being no authority in School Code sections 5.820 or elsewhere for the appointment by the Board of any person to conduct such hearing for the Board. (A. G. O. NS1951, September 12, 1939.)

Personal Liability of Members of District Governing Boards:

The governing board of a school district is not required to act under School Code section 6.53, as enacted by Chapter 757, Statutes 1939, following the making of a report by the Division of Architecture of the Department of Public Works unless such report states that the building examined is "unsafe for use" and it is the duty of said Division, in making a report under said section to conclude whether the building is unsafe for use and so state.

The members of the governing board of a school district are by the terms of this section relieved from personal liability, on obtaining a report that a building is unsafe, if the electors of the district reject the questions submitted to them under said section, or if said district is unable to obtain a report from the said Division because of the inability of the district to pay for such report.

It is reasonable to conclude that if the report of the said Division does not show that a building is unsafe for use, the members of said board should be relieved from personal liability unless they are guilty of some negligent act in which they personally participate by reason of factual changes which might require a supplementary report from said Division.

The individual liability of members of governing boards of school districts for negligence in failing to remedy dangerous and defective conditions of school buildings, except insofar as it expressly states that there shall be no individual liability (citing Deering Act 5150 and School Code section 2.801). (A. G. O. NS1936, September 5, 1939.)

Right of Estate of Teacher to Salary Accruing Before Commencement of School Term:

Where a teacher was employed by a school district at an annual salary to be paid in twelve equal monthly installments beginning July 1, 1939, and the teacher died on July 21 before the commencement of the school term, her estate is not entitled to any fractional part of the annual salary. School Code section 5.741 must be read in connection with School Code section 5.744, which is applicable only when a teacher has taught a fraction of a school term (citing Attorney General's opinion No. 6670). (A. G. O. NS1907, September 15, 1939.)

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Temporary Transfer of County Funds for Payment of Interest and Principal of School District Bonds:

Article IV, section 31 of California Constitution and School Code section 4.290 do not authorize the transfer of county funds to a school district for the purpose of paying the principal and interest of bonds issued by the district. (A. G. O. NS1977, September 25, 1939.)

NEW ALAMEDA TRUSTEES

Nine new trustees were welcomed to the administration of the Alameda County Schools this year. Those elected or appointed for the first time include the following: Dave Pedemonte, Emery Unified; Mrs. Josephine F. Brown, Lincoln; William Brockman, Midway; Louis C. Madsen, Mocho; Lawrence L. Silva, Mount Eden; Mrs. Robert Dana, Pleasanton; Mrs. May C. Burmann and Lydia M. Reis, Redwood; and Sylvain R. Bordes, Summit.

Mrs. Dana and Miss Reis were chosen by their fellow board members to act as clerks for their respective districts.

Other new district clerks chosen were: Baird C. Porter, Castro Valley; Oliver F. Hitchcock, Emery Unified; Loren Cole, Mocho; and Thomas N. Brenkwitz, Mount Eden.

The board of trustees appointed for the new Irvington District by Superintendent Muller will consist of: J. R. Silveria, clerk, and Dr. E. M. Grimmer, both of Irvington, and John Oliveria, formerly the clerk of Mowry's Landing, which was consolidated with Irvington on July 1, 1939. The new district will hold its first election of trustees in 1940.

BURBANK'S HOUSING PROBLEM

Due to the unprecedented growth in Burbank, the Board of Education has been faced with a major housing problem. For several years there was a very gradual growth, school enrollments increasing at the rate of two to five per cent on all levels. In the past year the increase jumped to twenty-five per cent, or from approximately 4000 A.D.A. to 5000 A.D.A.

To meet this need two successive bond issues have been passed, the first for $500,000, and the second for $485,000. The second issue was necessary because of impossibility of securing P.W.A. grants which were featured in the board's calculations.

All of the seven elementary schools will be enlarged and one new plant will be built. Additions will be made to one of the junior high schools, and several additional buildings will be erected on the present high school site.

The phenomenal growth of Burbank is recognized when one drives through the city past the 2000 new homes which have been built during the past year.

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BUILDING PROGRAM IN CORONADO

Coronado, California, with Fred A. Boyer, superintendent in charge of the elementary schools and with J. L. Cutler in charge of the Coronado high school is spending some $305,000 in new school buildings and equipment. About half of the funds are being spent upon the buildings for the elementary and junior high school. The money was made available from a bond issue and a PWA grant. For the elementary school there is a four-classroom unit equipped for cooking, sewing, art, and for use as a health center. A fine gymnasium building with a cafeteria and kitchen unit has been erected.

✓ ✓ ✓

Frank Dickson, President of the Taft Union High School Board of Education, has announced that the two new buildings under construction during the summer months are now finished and ready for the new school year. Always leading in modern facilities, the new cafeteria has been separated from the old cafeteria room with sound-proof sliding doors. When thrown open the two rooms provide ample room for a very large crowd. Another new feature in the cafeteria is a large capacity dish-washing machine. New rooms in the auditorium addition are specially air-conditioned, a convenience becoming ever more popular in San Joaquin Valley schools.

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Announcement has been made in Kern County that some $26,000 WPA money is available to provide matron and attendant services for the supervision of rest periods for smaller children. Application forms are available for any school district, and the schools' only expense is in furnishing equipment for the rest rooms. All money is allocated under the direction of the WPA office.

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Representing an expenditure of a quarter of a million dollars, the new East Bakersfield High School expects an opening enrollment of 1100 students. The campus includes more than thirty-five acres of ground, considerably more than that of the parent school, Kern County Union High School. Of special interest to students and patrons alike, is the fine auditorium now nearing completion. Judge T. N. Harvey is president of the board of education, and K. W. Rich is principal of the school.

YOU won't find *Schoolroom Slouch* on any official curriculum. Yet some schools are teaching it because of the obsolete seats and desks in use.

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Book Reviews

From the Educational Policies Commission

AMERICAN EDUCATION AND THE WAR IN EUROPE. Price, 10c. Individual school superintendents, concerned for the potential dynamite of current history in classrooms, have issued bulletins for common sense control, but not suppression, of class discussion of the European war. Responsible administrators and social studies teachers will find welcome guidance and suggestion in this pamphlet, that is backed by the authority of one of our most trusted educational commissions.

From the National Geographic Society, Washington, D. C.

THE GEOGRAPHIC NEWS BULLETINS. Price, 25c for 30 issues. These bulletins, long a valued contribution to instructional materials, are at this time almost indispensable for social studies classes, as a help for discussion of current events. The present war in Europe, motivated by complicated issues of race and geography, is more easily understood with the help of these weekly News Bulletins. Each issue contains articles, pictures, and maps that help one to visualize the geographical, racial, and economic facts that lie back of the daily headlines.

From the United States Public Health Service.

HIGH SCHOOLS AND SEX EDUCATION, by Benjamin C. Gruenberg. Price, 20c. This is a revision of Bulletin No. 75 published in 1922, and is endorsed by J. W. Studebaker, Commissioner of Education. It should prove a helpful guide in organizing an instructional program in this difficult and important field.

From E. M. Hale and Company

A CHILDREN'S PICTURE DICTIONARY, by Garnette Watters and S. A. Courtis. Price, 50c. A new adventure for primary children. Large pages. Each word printed in type, in cursive script and manuscript writing, and divided by syllables. Words defined by a picture, an easy synonym, and a sentence. Plural forms of nouns are given, and principal parts of verbs. There is a page explaining to children the use of the dictionary and two pages of suggestions to teachers for its use. There are 2154 basic words included, with 2678 variant forms. Choice of words was based on an analysis of forty-six readers for primary grades and on standard word lists. Gates, Horn-Packer, Thorndike.

From Bruce Miller, Box 222, Ontario

SOURCES OF FREE AND INEXPENSIVE TEACHING AIDS, by Bruce Miller. Mimeographed, eighty pages. Price, $1.00. Mr. Miller, Principal of the Ontario Junior High School, Ontario, California, recognizing the need of teachers for a source list of free and inexpensive materials to be used as teaching aids, has compiled such a list by writing to hundreds of manufacturing companies, associations, travel agencies, publishers, etc., throughout the country to determine what material is available. In addition to citing many books and pamphlets on a wide range of subjects (alphabetically arranged) the list includes much visual material — photographs, prints, graphs, maps, postcard sets, films, and glass slides. Perhaps the most valuable section is that which lists nearly three hundred companies and associations who supply films, 16 mm. (silent, or sound, or both) to schools and educational institutions.

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The Western Journal of Education.

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Including Official Bulletin of the California School Trustees Association

A teacher, after visiting the home of a lad in her class, said, "I can understand that boy much better now!"

So is it also between nations. We can understand people better when we know their language, their environment, and how they live. Language, literature, and history have always been essentials of a well rounded education. Now they are probably more important than heretofore in producing a better relationship between the nations of the world.

We must have skills, but we must also know people.

Virgil E. Dickson,
Superintendent of Schools,
Berkeley, California.

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December, 1939

Timely Material For Social Studies

LING LING CHILD OF CHINA

By
Eva D. Edwards
and
Sung Sze-ai

Price, $1.25

People are people the world over, as this new story of life in China shows. Customs and manners may differ among them, but basic needs are seen to be the same.

In this warmly human story an American girl visits Chinese friends and has fun adopting the style of life among modern well-educated, city-dwelling Chinese. Through stories that are told and trips that are taken a good general understanding is gained of the many other phases of Chinese life.

Joint Chinese-American authorship makes this a book of valid information as well as an entertaining story. The manuscript of the book made several round trips across the Pacific for checking by its Chinese author, Sung Sze-ai.

Written at a high interest level with a fourth grade reading vocabulary the book will appeal to children from intermediate grades through junior high school.

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official megazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

President
JOHN F. BRADY
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

Section Secretaries

Southern Section
F. L. THURSTON
200 Continental Building
Fourth and Spring Streets
Los Angeles

Northern Section
MRS. PORTIA MOSS
Box Q,
Auburn

North Coast Section
MISS SHIRLEY A. PERRY
Ukiah

Bay Section
EARL G. GRIDLEY
15 Shattuck Square
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Central Section
H. W. KELLY
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Jottings of a Traveling Bookman

By W. M. CULP

The unreality of reality was never so evident among men as it has been these past weeks. Omens and portents are of such wide variances that interpretations as a result are of the crazy quilt pattern. No man knoweth where the wind bloweth and the dust created thereby has dulled any sight into the near or distant future. The last of November and the first days of December with Europe and the Orient in ferment have not made any too happy those persons in the United States who long for peace in this country. The state of mind in the world and the status of our financial condition is disturbing more than it has for several past years the monetary support of our educational systems. Deficit financing is reaching an impasse and the outpouring of relief money has vitally disrupted normal expenditures for ordinary governmental purposes of municipal, state, and national agencies. The budget worries in support of education of such cities as New York, Philadelphia, Columbus, Dayton, and St. Louis are typical of most of the educational systems in the United States.

It appears as though we are at the beginning of the first years of the depression again as far as public support of education is concerned. The past two years had seen a regaining of most of the ground lost in those early years. It now appears that perhaps the comeback was too sudden. We are now getting proposals for the same curtailments as occurred during the first depression years. Cuts in salary are scheduled, expenditures for books and supplies are to be cut down, departments of instruction are being eliminated, no new teachers are being hired, or if they are hired they are acquired on substitute status. New York City has some 2,000 teachers hired on substitute pay at a saving of hundreds of thousands of dollars from the sum that would be expended, if the teachers were regularly appointed and received pay according to the city schedule. Philadelphia in its new budget is proposing a reduction in teachers' salaries, the cutting of expenditures for textbooks, the forcing of teachers to retire at sixty-eight years of age, so that they can be replaced with teachers at the beginning schedule salary (a saving of a good many thousands of dollars), and the continuation of the elimination of several departments. With our newspapers quoting statistics of a great upturn in business the fact that a great many of our public educational systems are in financial straits does not exactly make sense.

A fortnight from New York City to Phoenix across some 2,500 miles of up and down dale brings such contrasts as can be brought to mind only in these United States. In New York City, Thanksgiving morning (our first Thanksgiving morning this year) sixty-four huge brown, roasted turkeys, resting in rows amid a background of autumn foliage, rising up in tiers from a floor window covered with cranberries in The Brass Rail fronting Seventh Avenue, just down the street from the Roxy Theatre on 50th Street. And as usual a parade of boycotters stepping lively with their billboards and keeping up an incessant chatter as they have done constantly since last spring, with no effect upon the trade inside. The next morning on Sixth Avenue, barren with the El gone, huge crowds of men and women before the work agency billboards. More than for some years. Bright cool sunshine across New Jersey, Pennsylvania, West Virginia into Ohio. The colorful fall all gone and the remnants of brown leaves still covering the mountain sides. Towns drab and colorless that in the springtime have such restful comfortable appearances.

Then evening across lower Indiana, a dog standing at the front gate of a huge farmhouse looking down the road eagerly with tail wagging and all a quiver, as two lads come in sight, running home from school. St. Louis, Missouri, in a smoke bank, the ninth day of a blackout, with visibility only a few feet, one morning at nine o'clock, automobiles taking forty-five minutes to make a couple of miles. Newspaper headlines clamoring for something to be done about the smoke menace. Rain down through the Ozarks, Springfield, Carthage, Joplin, typical Missouri towns. The huge dumps of the lead and zinc mines. Slow cars in Oklahoma. Tulsa in the evening, all colorful in Christmas decorations and fine stores with show windows ablaze with light, giving an appearance of a city of a million or more instead of a rich city of some 200,000 persons. Dryness in the air and dryness up across the Panhandle of Texas into Albuquerque, New Mexico. Albuquerque all agog with its first merchant's Christmas Parade, carol singers and bands parading. The next morning the local Albuquerque high school drumming up trade for the football game with Mesa in the afternoon. Motor cops fore and aft—a galaxy of eight high-stepping co-ed drum-majors ahead of the high school band, followed by bedecked automobiles serpentining down the main street of the city. Up through the Navajo country and the Painted Desert with Indians by their wayside pottery sheds and here and there one gone modern hitch-hiking. Wickenburg, center of the cow country and dude ranches, filled with young local sophisticates at the largest local hostelry with its bar and night club. Phoenix, at the witching hour of midnight, its main streets decorated most colorfully for the

Yuletide with stars, red bells and globes, and red and blue and green lights, making a curtain of radiant glow above the streets as one rode through. The most beautiful Christmas City we have seen this year.

The Fordson School District of Dearborn, Michigan, under Superintendent Harvey H. Lowrey, has been developed into one of the most outstanding school systems in Michigan. The entire city school population is housed in modern up-to-date buildings and the Fordson High School building of the district is one of the great high school buildings in the country. Its library room and department is better than that possessed by many a major city. Assisting Mr. Lowrey in his educational program is Assistant Superintendent of Schools Erwin Howard in charge of instruction and Mrs. Mildred Ildza, supervisor of elementary grades. The business department of the city schools has had a big part in the development of the school system under the capable management of Business Manager Herbert S. Mitchell.

The latest addition to the buildings of the system was the completion of the new Administration Building this last spring at a cost of $165,000. This new unit is a wing of the Fordson High School to which it is attached by a corridor harmonizing with the general architecture of the main structure. This new structure was designed by Carl R. Jensen, who designed the high school building. The new administration building is a two-story structure, which includes not only office facilities for all administrative departments, but the District receiving room, ample storage space, and a huge garage to house the fleet of trucks and busses operated by the Fordson schools.

Separated from the main offices by a fire wall, the receiving and storage rooms occupy both the first and second floors of the north end of the building, having some 6,000 square feet of storage space. Ramps are provided so that trucks may unload at floor level, and a big freight elevator, also with a loading dock, serves both floors.

The main offices of the district are all on the second floor level with two batteries of clear vision offices running down either side of a corridor dividing the floor. On one side of the floor are the business offices and on the other are those of the school administrative departments, which include those of the superintendent, assistant superintendent, the attendance department, the research and statistical department, child accounting, and the placement and guidance bureau. Adjoining the offices of the assistant superintendent and the director of research is a curriculum library and workshop where teachers' committees may meet with the assistant principal and work out courses of study. Some 8,400 square feet are given over to office requirements.

The building is of fireproof construction throughout and is of the most modern construction. It is heated from the present central boiler room and is provided with concealed radiation. The ventilation system is so designed that air cooling may be provided at any time. The artificial lighting is of the indirect light type. Large paneled skylights in the ceiling provide ample daylight for all interior offices. The floors of the office section are of asphalt tile. The offices are divided with glass partitions in such a manner that the interior of all offices except those of the superintendent and business manager are visible from any point on the floor.

This past fall Dr. Nicholas Murray Butler, president of Columbia University, announced the retirement of several members of Teachers College. Among those mentioned were Dr. William C. Bagley, professor of education, and Dr. Peter W. Dykema, professor of music education. Both Dr. Bagley and Dr. Dykema have been appointed to the rank of professor emeritus effective in 1940.

The New York City Board of Education expects to move February 1, 1940, from its old quarters at the southwest corner of Fifty-ninth Street and Park Avenue to its new quarters in the old Elks Club Building at Livingston Street and Boerum Place, Brooklyn, which is now being renovated at a cost of $650,000. This is the first time in the city's history that an administrative department has moved its offices out of Manhattan. The decision of the board to transfer its offices was based on the need for increased office space and the belief that greater efficiency in administration would result from the centralization of all departments of the educational system in one building nearer the center of the city (Brooklyn has a population of about 3,000,000). In addition to the departments now situated in the board headquarters, eleven of the thirteen bureaus scattered about Manhattan will be transferred to the new office.

Dr. John J. Loftus, assistant superintendent of New York city schools, in charge of the experimental work with the "activities program" in seventy-one of the city schools enrolling 70,000 pupils, has announced that more than ninety per cent of the principals in charge of these schools report in favor of continuing the program. Of 1,920 instructors of activity classes, 1,397 said the benefits of the project were sufficient to warrant carrying it through at least another year. The majority found, however, that the program required more time and energy than the standard school curriculum and that it kept them under a greater strain than the regular type of teaching. The single complaint by principals was that discipline in the experimental classes was not as good as in controlled groups. Fifty of the school heads reported that scholarship had shown an improvement over last year, as against two who found that scholarship had suffered. In fifty-nine schools the principals said they were able to reduce the time and effort devoted to formal examinations. Other advantages listed were improved study habits, social attitudes, cooperation, creative abilities and use of English.

Dr. Mortimer J. Adler, Professor of the Philosophy of Law at the University of Chicago, considers that the "progressive" trend of modern education, with its emphasis on a study of contemporary problems, is "superficial" in theory and "confusing" in practice. At a meeting of the Teachers Alliance in New York City he criticized leading progressive educators charging that they were "turning the educational system of the country into a political society" and were using education to "propagandize their own particular beliefs." He continued, "Progressivism has become so absorbed with the study of the contemporary world that it forgets human culture has traditional roots. It has substituted information for understanding, and science for wisdom. It has mistaken license for liberty, for that is what freedom unaccompanied by discipline is."

Western School News

Edited by MORRIS WAGNER

"AN APPLE FOR THE TEACHER" —WATSONVILLE INSTITUTE

Apples for teachers abounded at the Institute held in Watsonville, November 20, 21 and 22. The Hotel Resetar featured a huge bowl of apples under a sign "An Apple for the Teacher." The bowl was kept full during the Institute, and there was scarcely a teacher in sight without an apple in her hand. The teachers were perhaps eating more famous food than they knew, for they may not have realized that Watsonville apples are known all over the world. We were first made aware of this when we met an English girl shortly after the last World War at the California School of Agriculture. She had been a land army worker during the war and at its close was one of the women chosen to study farm cooperatives. Given a choice between Copenhagen and California as a place for study, she chose California immediately And the basis of her choice was—*"Watsonville Apples That I Saw in a Market in London!"* It seems that European apples are a motley lot sent to market in barrels unsorted, with much variance in size and quality. When our English friend saw the uniformly large and consistently choice Watsonville apples her mind was made up. If these apples represented the standards of California cooperative marketing, there was no better place to study.

The apples which Watsonville supplied were only one feature of a generous hospitality which the whole town showed the teachers. Margaret Girdner, Supervisor of Texts and Libraries, San Francisco, writes of the arrangements: "It was one of the most efficiently managed Institutes I have ever attended. Everything was arranged for the visitors' comfort. Cars were available for transportation and student guides were unusually efficient and courteous. The whole town joined in making all comfortable."

Participating in the Institute were San Benito County, San Luis Obispo County, Monterey County, Santa Cruz City, and Santa Cruz County. Outstanding speakers at general sessions were Dr. Eldridge T. McSwain, Northwestern University; Paul C. Smith, *San Francisco Chronicle;* and Dr. Herbert Bolton, University of California.

Dr. McSwain spoke on "Education for Democratic Citizenship." "A democracy," he said, "is the place where everyone has an equal opportunity to achieve the ultimate in social and business life, and it is the job of the teacher to build the personality of the child toward this end."

Paul C. Smith designated America's place in the world today as "an asylum for the sane." "This is a war nobody wanted," he said. "Germany didn't want war, but only the fruits of victory. England wants now only to preserve the last square inch of the world's greatest empire. Russia hopes only that the world powers destroy themselves so that communism might follow. . . . Even the economics of a madman, peculiarly enough, can be sustained by force for a time. And what will follow Germany's ultimate collapse is impossible to foresee. . . . America's ten years of depression have produced novel and sometimes startling political repercussions. But we have benefited by them in that they have brought about political and economic readjustments which were badly needed."

Dr. Herbert E. Bolton, an authority on Spanish-America, described results of the Lima conference and the recent cultural conference in South America in his talk on cultural relations with Latin-America.

There were many group programs in addition to the general sessions. Margaret Girdner was conference leader at a secondary English session, speaking on "Reading Guidance" and "Leisure Reading." Una Jeffers (Mrs. Robinson Jeffers) gave a talk, "Again to Irish Land." Miss Girdner was conference leader also for a meeting of librarians at which Ida Fuller, librarian, Watsonville public schools, was group chairman. Jewell Gardiner, of the Professional Library, Sacramento Unified School District, addressed the group on "Recreational Reading and Reading Guidance" and on "Instruction in Library Reading, Sharing Reading Experience." Miss Girdner spoke on "Book Selection for School Libraries."

An interesting session on Language Arts and Creative Writing was led by Helen Heffernan. Group chairman of this meeting was Blanche L. Herbert, a teacher at the Mintie White School. The session considered the objectives in teaching creative writing and the specific problems involved.

Miss Eulah Fowles, an eighth grade teacher from Hollister, was elected president of the Central Coast Section of California Teachers Association.

SACRAMENTO INSTITUTE

The Tenth Biennial Convention and Teachers' Institute of the California Teachers Association, Northern Section, met this year in Sacramento, November 20-22. Twenty counties participated as well as the cities of Chico and Sacramento. The theme of the meeting. "Enlarging Our Horizons," was adequately carried out in the program.

In a talk entitled "Science Challenges Society," Dr. Arthur Wendt, Director of Science and Education, New York World's Fair, urged teachers to combat the old idea that leisure is an instrument of the devil. "A greater span of life is in prospect through the activities in various fields of science," he said.

Joseph Buchalter, a retired lieutenant of the United States Navy, gave an extremely interesting talk on "Sweden." He was apparently impressed not only with the cooperatives in Sweden but with the fact that eggs for market are numbered and that any egg falling into disrepute can be traced to the farm from which it came. He was impressed particularly with the cleanliness of Stockholm and referred to it as "Paris with its face washed."

Another interesting and dramatic lecture on the program was that of Sidney Montagne of the Royal Canadian Mounted Police. His talk on "North to Adventure" had everyone listening with complete attention.

Among other lectures enlarging the horizon was that of Dr. A. Heninburg, vice-president, North Carolina College for Negroes. Dr. Heningburg spoke on "The Negro in the New Order." The American negro wants representation in government, Dr. Heningburg said, and feels that his place should be "as high up the scale of social value as his own innate ability will carry him." As problems the negro faces Dr. Heningburg listed ownership of land, blind alley occupations, trouble with trade unions, and prejudice.

Dr. Lewis Browne, lecturer and au-

thor, declared, "No one can say democracy has failed, because it never yet has been tried. . . . People who praise Fascism because it ends unemployment seem to forget that in Folsom and Alcatraz there is no unemployment either." The only way to safeguard democracy, he said, is to develop the whole field of economics in the same organized scientific way in which we have developed our technology.

The only lecturer who "talked shop" was Dr. Alexander Merklejohn, former president, Amherst College, who spoke on "Education and the State."

Apparently teachers liked the "view" and enjoyed having their horizons broadened.

There were some 25 different section meetings representing a wide variety of subjects: "Units of Work" discussed by Ruth Edmands, supervisor in Colusa County; "Adult Education: Democracy's Maginot Line," by Dr. Benjamin E. Mallory, University of California; "Cross Currents in American Books Today," by Dr. Raymond Barry of San Jose State College; "Implementing Education," by George C. Jensen, principal, Sacramento High School; and "The Lima Conference," by Edith E. Pence, director of curriculum, San Francisco city schools.

"Increasing Civic Pride in Rural Areas and the Schools," was the subject of a talk by E. R. Deering, general supervisor in Siskiyou County. His talk was the outgrowth of work done in that county in which he carried out a very successful plan for arousing children's interest and pride in their own locality. This type of community study led in one instance from interest in swimming in the ditch to a study of, and a pride in, the irrigation system in the community. Mr. Deering told of one occasion on which, after visiting a school in the morning, he was invited to the home of a trustee for lunch. The table conversation was a discussion of the various school activities. Finally the mother turned to a young hopeful who was home from school for lunch and said, "Well, Jimmy, what did you get out of this morning?" His reply was, "We got out of language."

James N. Gardner of Sacramento, the retiring president of the Northern Section, was in charge of the Institute. Robert R. Hartzell, principal of the Red Bluff Union High School, was elected as the new president, and E. P. Mapes, county superintendent at Willows, was elected secretary. J. D. Sweeney of Red Bluff was elected treasurer. We should say "as usual" since Mr. Sweeney has been treasurer for 39 years.

SAN FRANCISCO INSTITUTE

Teachers from the San Francisco Bay area and from 13 neighboring counties joined for their Institute and Convention November 21 and 22. On the first day of the Institute the teachers heard Michael J. Brickley, Registrar of Sacramento Junior College, talk on "Britain in the Latest War," and Isaac F. Marcosson lecture on "Adventures in Interviewing."

On the second day of the Institute Gardiner Johnson, Assemblyman from Berkeley, offered a eulogy of the late Will C. Wood, former State Superintendent of Public Instruction. A response to this was given by Sam H. Cohn, Deputy Superintendent of Schools, State Department of Education. A most stirring address was given by Dr. Bruce R. Baxter, president, Willamette University, Salem, Oregon, on "A Teacher's Responsibility." "We are committed to education for solution of social, civic, and economic problems of the day," said Dr. Baxter. Keenly aware of the seriousness of this trust Dr. Baxter outlined the responsibilities of teachers towards the students who are under their guidance. There should come out of the classroom, he said, young people who are equipped to become intelligent world citizens, American citizens, and community citizens; who have a sound, sane defensible philosophy of life; who can give money its true evaluation; and who realize that there is no substitute for high ethical achievement.

Dr. Baxter pointed to the indifference of American citizens as the most deplorable element in American life. Even in stirring political campaigns there are 30,000,000 people who do not vote. "We should think of what we owe the government," he declared, "and not what the government owes us."

The great gulf between life as it is lived in Europe today and as we are privileged to live it in America is indicated by the simple last line of a theme on democracy written by a Jewish boy in one of Dr. Baxter's classes: "In America I can be a Jew and not be afraid."

At the afternoon session, with Superintendent Joseph P. Nourse presiding, Lt.-Col. Rhys Davies, author, lecturer, world traveler, and British soldier, tried to clarify the position of "England Since Munich." The American "art of misunderstanding England," he thinks, is partly due to the fact that America is a fast, busy country which uses formulas rather than take time to think out each specific problem. Radio formulas particularly, he said, are created thick and fast. Munich he characterized as "a breathing spell for England." If anyone was bluffing, it was Chamberlain, not Hitler who held all the cards. Delay is what the allies need above all, and the longer the "war of nerves" lasts the stronger the allies become.

NORTHERN SECTION ELEMENTARY PRINCIPALS MEET

On November 20, during the Sacramento Institute, 75 members of the California Elementary School Principals Association, Northern Section, held a dinner meeting at the Travelers Hotel. Superintendent Charles C. Hughes, of the Sacramento city schools, Superintendent George F. Algeo, of the Sutter County schools, and Dr. Lloyd Bernard, director of teacher training at Chico State College attended the meeting. A short business meeting was held during the dinner with President Louis Edwards, district superintendent of Corning elementary schools, in charge. At the conclusion of the business meeting Mr. Edwards turned the meeting over to Vice-President E. P. O'Reilly, principal of the William Land Elementary School, Sacramento, who was in charge of arrangements for the evening.

The group was entertained by Theodore Jefferson, a negro boy from the C. K. McClatchy High School, who gave several novelty numbers on the traps and drums. The speaker of the evening was Dr. A. Heningburg of the North Carolina College for Negroes. Dr. Heningburg gave a very enlightening talk on "The Contributions of Booker T. Washington to Modern Society." He outlined the life of Washington and gave his aims in laying out a program of education for negroes. Washington's idea, he said, was not that the negro should strive for college and university education in order to rise above work but that the negro should learn to do the work of the south better, and to see that there is dignity in common labor. Booker Washington often used the expression, "Let down your bucket where you are."

"MISCONCEPTIONS OF PROGRESSIVE EDUCATION"—DR. McSWAIN

Dr. Eldridge T. McSwain, of Northwestern University, whose lecture tour of California has stimulated teachers all over the state to fresh consideration of the many phases of modern education, discussed "Some Misconceptions of Progressive Education" at Wheeler Hall, University of California, November 27.

Dr. McSwain first gave his interpretation of the term "progressive education." It is not a method, but a philosophy, of education, he said. He has no quarrel with the philosophy of progressive education itself but with the manner in which its basic principles are applied by some teachers. These principles, some teachers seem to forget, are deeply rooted in scientific research; they are not arbitrarily selected; and they should be applied with the same precision that characterizes all other things scientific. For the first time there is a conflict between parents and adults as to the direction which education is taking; teachers and the public which provides financial support for education must agree on aims if this support is to be maintained.

Dr. McSwain then listed prevailing misconceptions of progressive education and proceeded to dispel them:

1. *Progressive education is a utilization of children's interests only.* Actually progressive education involves more planning than other types, but it is a planning *with* children rather than *for* them. The function of the teacher is to lead children in their decisions and to help them explore new areas. By no means do they simply "do what they want to."
2. *Progressive education offers too much freedom.* There is a difference between freedom earned and that granted. The child should have all the opportunity he can to learn the value of freedom. He must learn also, however, that authority is fundamental to democracy, but that this authority should grow out of the thinking of the group, not of the teacher or of any one person.
3. *Progressive education doesn't require high standards of workmanship.* On the contrary, it does require high standards of workmanship, but with this difference; the standards are those that the individual child can meet according to his ability.
4. *Progressive education has thrown evaluation overboard.* Modern education still believes in evaluation but not in *marking.* The crude system of marking and posting grades used in the traditional school was often the cause of frustration and lack of confidence in a child who felt that his efforts could not compare favorably with those of the group. Evaluation should be as confidential and as considerate of the individual as a physician's case history. No group intelligence test is valid any more than a doctor's group analysis of his patients would be.
5. *Progressive education doesn't believe in subject matter.* But what is subject matter? Is it in a book, or a piece of research, or don't we face and use it every day in meeting the problems of living? Attitude is always as important as content, and subject matter must be made meaningful.
6. *Progressive education is easy.* Rather, modern education is much more difficult because it requires a wider knowledge of child development, an understanding of the social scene, and the kind of teacher who is willing and able to work cooperatively with teachers in her own and other fields.

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MONRO LEAF TALKS TO LIBRARIANS

Monro Leaf, who classifies himself as a writer of books not for adults or for children but "for children at any age," talked to 85 members of the Association of Children's Librarians, Northern Section, and school librarians who attended a dinner and meeting held November 29 at the San Francisco Women's City Club.

Margaret C. Girdner, Supervisor of Libraries and Texts, San Francisco, acted as chairman of the meeting. Introducing Mr. Leaf, Miss Girdner remarked that the last line of one of his books, *Robert Francis Weatherbee,* could very well serve as a charter for modern education: "And he had a good time."

Mr. Leaf talked to the librarians in the same informal, gently humorous vein in which he writes, and read selections from several of his books. With a whimsical half-seriousness he explained the "basis of my art"—both drawing and writing. Such books as *Grammar Can Be Fun,* and *Manners Can Be Fun* are based upon the belief that it is difficult, if not impossible, to make virtue really attractive to people. Apparently you get nowhere if you advocate the right way—the only effective method is to "*laugh* out the wrong way." So, in *Grammar Can Be Fun,* we find such inelegancies of expression as "ain't" personified in humorous line drawings as very ridiculous characters, and therefore undesirable.

"I have my theory of what's wrong with the world too," said Mr. Leaf with a sly grin. "What's wrong with the world is that we talk down to children. They in turn talk down to other children. That goes on and on until the first thing you know some people are getting together in secret cabinet meetings and deciding what's going to be done with the rest of us." A dictator, in Mr. Leaf's opinion, is a child with an "I know a secret" attitude.

Mr. Leaf described how *The Story of Ferdinand* was born in about 40 minutes one Sunday afternoon when time hung heavy upon the author's hands and he felt he'd like to write a book "at" Bob Lawson who illustrated—and is illustrated by!—Ferdinand.

"It was all there in a lump," Mr. Leaf succinctly described the book's conception. The bull was used because the bull was about the only animal that hadn't been used over and over again in other animal stories. He was named "Ferdinand" because that was about the only name Mr. Leaf remembered from his Spanish history in which he knew vaguely that there had been a Ferdinand and Isabella who helped that fellow Columbus. "It couldn't have been a name like 'Alonzo,' you see," said Mr. Leaf. "Nothing else would fit. It just had to be Ferdinand."

Despite the furor that Ferdinand has since caused there was no "social significance" back of him when he was written that Sunday afternoon. The only real propaganda that Monro Leaf has written is his latest book, *Fair Play,* which is admittedly a boost for American democracy. This book is written in a style that could be described as "The House That Jack Built" designed to show children in simple and interesting manner the whole structure of American government and the individual's place in it.

Mr. Leaf read the entire story of *Robert Francis Weatherbee* with its famous last line, "And he had a good time."

"And so have I," concluded the author.

The Conference on Inter-American Relations in the Field of Education

By Edith E. Pence
Director of Curriculum, San Francisco Public Schools

Miss Pence was one of the western educators who were invited by Secretary Hull to attend this conference. Her contributions toward the program of inter-American cooperation have been reported in recent numbers of the Journal, notably the courses on Latin-America history and culture which she has helped to initiate in San Francisco schools.

At the conference on Inter-American Relations in the Field of Education, called in Washington for November 9 and 10 by Secretary of State Cordell Hull, educators had new evidence of the close relationship that exists between their field of work and problems of national and international importance. In stating to the educational group assembled there the purpose of their gathering, Secretary Hull said: "The greatest triumph of this hemisphere thus far has been the establishment of the peace of the Americas, peace by cooperation instead of by conquest or by balance of power. . . . We, in common with our neighbors, are especially interested in buttressing the economic and political relations which we have by broad understanding between peoples. The creation and continuance of this understanding is, I am convinced, the peculiar contribution which *education* can make to inter-American relations and to the security, peace, and welfare of the Americas." Indicating that our interest is not limited to the welfare of the Americas alone, Secretary Hull said, referring to the threat to Western civilization that lies in present conditions in Europe, "It may even be that for a time the New World may have to guard and maintain the achievements of that civilization, holding them in trust for a time when they can once more be general throughout the world. . . . The teachers, the men of science and learning throughout the New World must resolve to work together to accomplish the function which is rightfully theirs; to guard, to enrich, and to forward the civilization which, in the high calling of education, all of us must seek to serve."

Edith E. Pence

It was to map out a definite program for such cooperation among "the teachers and men of science and learning" throughout the American republics that the educational conference was held. The program of the conference was well planned and was carried out efficiently and effectively. As a result, in the two days of meeting and conferring, the 400 representatives of education, together with members of the State Department, were able to review the backgrounds of inter-American ties and the past achievements in cultural cooperation and to discuss and make recommendations on a definite program for the future, with the prospect of certain phases of the program being put into effect almost at once.

As the members of the conference were reminded, cooperation between the American republics is not a new procedure. During the last half century problems of mutual interest have been discussed at the International Conferences of American States. At the last two conferences, in particular, held at Buenos Aires and at Lima, definite progress has been made in developing procedures for cooperation and consultation in meeting common problems and emphasis has been laid on the important contribution that cultural cooperation can make to international understanding. It was for the purpose of carrying out our part of the program under the Buenos Aires resolution on cultural cooperation that the Division of Cultural Relations was established in our Department of State last year. Under the auspices of this division, whose chairman is Dr. Ben M. Cherrington, a series of conferences has been held in recent months to insure our effective participation in the various phases of the cultural program. The conference on Inter-American Relations in the Field of Education had the responsibility of planning for cooperative activities along educational lines.

The portion of the conference that was devoted to the backgrounds of inter-American ties and to efforts and achievements in cultural cooperation up to the present time gave a survey of past developments that is invaluable for future planning. It should be said at this point that the survey of geographical, historical and cultural ties between the Americas presented by Dr. Herbert E. Bolton of the University of California, in one of the first addresses of the conference, was heralded as of supreme value. Anyone contemplating a study of Latin American civilization or participation in any phase of the cultural relations program or even tourist travel in Latin America would do well to secure and read that address.

It was pointed out in a series of brief reports that numerous official and unofficial organizations, foundations, and educational institutions have already established programs for cultural understanding among the Americas, particularly through fellowships and scholarships providing for study in the universities of neighbor republics. As was stated by Under Secretary of State Sumner Welles, however, "In spite of what has been done, the fact is that between the United States and the other American republics intellectual relationships have not been as close nor as extensive as we might desire."

The conference, therefore, got down to a program of definite plans that will result in more extensive and more effective intellectual cooperation. The main features of this program are:

(1) Provisions for exchange of graduate students, teachers and professors between the countries that have ratified the agreement for such exchange, (12 countries, including our own, at the present time).

(2) Plans for the further development of courses, interdepartmental majors, institutes, and conferences on inter-American studies in our colleges and universities.

(3) Plans for more effective guidance and hospitality for students coming to our universities from Latin America.

(4) Plans for the more effective use of the pages of educational journals and publications of learned societies for acquainting the United States with scholars and writers in the other American republics.

(5) Plans for cooperative projects with the other American republics in the field of medical education and research.

(6) Plans for encouraging the making of the study of various phases of Latin American civilization a part of

the curriculum of the elementary and secondary schools of the United States and for encouraging the wide extension of the study of the Spanish and Portuguese languages in our schools.

In connection with the consideration of the above topics there was discussion of other phases of cultural interchange such as the interchange of books, periodicals, motion pictures and radio programs.

It is interesting to note that in the discussion of almost every phase of this program, emphasis was laid on the need for the learning of Spanish and, in some cases, Portuguese on the part of the people of our country who wish to participate effectively in the cooperative activities.

It is not possible to set down here all the provisions relating to exchange of graduate students, teachers and professors under the government program. Detailed information, as well as application forms, can be secured from the United States Office of Education in Washington, D. C.

The exchange program will be financed by the cooperating governments and will permit two graduate students or teachers to go each year and one professor to go every two years to each of the participating countries for study or teaching. The governmental program, however, is only one phase of the educational interchange. Even more extensive opportunities for study in Latin America will be offered through the scholarships and fellowships of many colleges, universities and private foundations. Plans for the further development of these opportunities constituted an important subject for discussion in the Washington conference and the results will soon be felt.

A key point that received much consideration in the plans for encouraging the introduction of Latin American studies in our schools was the shortage of suitable materials. This need should serve as a challenge to those people who know Latin America and the varied patterns of life and customs there, and who, at the same time, have facility for writing and illustration.

The whole extensive program for inter-American cultural cooperation is fascinating and will undoubtedly open up avenues for interesting and worthwhile activity for those students and teachers who avail themselves of the opportunities offered.

Spanish Teaching and the Latin American Program

By Mary Eleanor Peters

President, American Association of Teachers of Spanish; Instructor, San Mateo Junior College

We hope that the following paper will be read with a realization of the close connection between its contentions and the comments of Dr. Martin on the vocational opportunities for American youth in South America, which we had the privilege of publishing in the October issue. There is a steady stream of reports reaching our desk, sent out by our national Office of Education and various education commissions, all dealing with the pressing problems of vocational opportunity for American youth. It seems amazing that, so far, none of this succession of reports takes cognizance of the new policies of our state department, and its relationship to the "new frontier" that it opens to the coming generation. Miss Peters' discussion deals realistically with some of the practical problems inherent in an effort to prepare this generation for the opportunities to which they will be heirs.

What is the proper place of Spanish as a subject of the secondary curriculum? That question is frequently asked by parents and by teachers, and the variety of answers implies that its place is not given in recognition of its intrinsic worth. Rather it is given from the viewpoint of the administrator or from that of the university professor. Each of these authorities has his particular bias.

The first is apt to minimize the importance of any subject which does not immediately, by some magic formula, pour tangible dollars and cents into the pockets of the high school or junior college graduate. The second is more concerned with the riches of the mind, to be enjoyed in the intimacy of a comfortable study.

The war of immediacy versus culture has had an unfortunate effect on the languages, and secondary teachers have been challenged to justify their existence. The Pan American Good Neighbor policy has appeared upon the scene like the knight of old to rescue at least two of the threatened idioms—Spanish and Portuguese.

So long as it could not be conclusively shown that a properly constituted course of several years' duration would be effective in placing a student in a remunerative position, arguments for its value in cultural development fell on deaf ears, and in many high schools Spanish was either dropped out entirely or taught for only two years at the beginning of the high school course.

The result of this arrangement was that on matriculating into the university the student, having had no contact with the language for two years, might almost as well have eliminated it entirely, since the university required him to begin all over again unless he could prove his powers as a *student*. Thus the administrator claimed that his contention was proved, as to the uselessness of the language, while the university laid the blame upon the high school.

Now, at last, slowly, slowly, but steadily, opportunities are opening for practical use of Spanish. Business firms are beginning to inquire of their applicants for positions whether they have any foreign language experience, and favorable attention is given on that score. Importing and exporting firms dealing with Central or South America require of their clerical staff the ability to take dictation as well as to write letters in Spanish. Large department stores are employing assistants who speak foreign languages, in order to help foreign clients.

Encouraging these tendencies, and standing back of them with the authority of government, the State Department urges the teaching of Spanish as an indispensable preparation for the diplomatic service, which includes the important commercial attachés.

With these signs of the times in mind, the time to begin the study of Spanish should very properly begin in junior high school at least, and be carried on through a four-year high school course. This course, however, to be most effective, should combine the essentials of the college entrance requirement with those of a proved ability in commercial reading and writing based on a commercial vocabulary. Such a course, given for at least four years, would allow for studies in Latin American culture and geography.

In junior high school much of this background work could be done, and an

elementary, practical vocabulary learned, leaving the writing and reading to be taken up in high school.

That this plan is considered feasible is evident in the steadily increasing effort in a number of states to have Spanish made a *requirement* in all grades, beginning with the fourth, and continuing into the university.

There are three hurdles to be taken before such a curriculum can be established.

First, there is the tendency of boards of education to require only *thirty units* for a language major, while demanding forty for almost every other subject listed in university requirements.

Second, there is the insistence of administrators upon the need to *prove* that languages can be a practical career tool, not merely a college requirement or a cultural satisfaction.

Third, there are the commercial departments in many schools which cannot yet see that secretarial training which does not include at least one required language is only partial training, and adapted only to immediacy; and that the lack of such a subject may seriously affect future promotion.

This last hurdle, should, in my opinion, be the first to be overthrown. If schools of commerce could be persuaded to take a united stand, and arrange their courses to *require* a foreign language as part of secretarial training, I believe they would be able to persuade boards of education and administrators and the universities that since the new economic structure must include Latin America, Spanish and Portuguese are two foreign languages which will be essential. Granting this premise, there would be less pressure brought against languages on the part of administrators, and boards of education would see that a teacher, to be properly equipped, must have at least the minimum forty units for a major that are required in other subjects.

The first victory will be won when we can make these critics realize that, while just now there are still comparatively few business openings requiring Spanish, the situation four years from now, when high school and junior college graduates will be completing their four years of advanced study, will be very different. It is essential to start NOW to prepare that new school generation for the careers which will most certainly be awaiting them.

ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF SPANISH TEACHERS

San Francisco, December 27 and 28
Palace Hotel

Wednesday, December 27

Morning session: Greetings from Dr. Juan B. Rael, president of Northern California Chapter; and C. H. Caulfield, President of San Francisco Board of Education.

Papers by Dr. F. M. Kercheville, University of New Mexico; Dr. Leavitt O. Wright, University of Oregon; Dr. Garcia Prada, University of Washington.

Luncheon speaker, Mrs. Maurine Marsh, San Mateo Junior College.

Afternoon session, Round Table Discussions:

I. Latin American Contacts and Importance.

II. Spanish from the Librarian's Viewpoint.

7:30 p. m., Banquet, Toastmaster, Dr. Aurelio Espinosa, Stanford University. Address in Spanish.

Thursday, December 28

10:00—Business session.

11:30—Section Meetings:

I. Adult Education, Room 2001.

II. Motion Pictures, Room 2015.

III. Junior High School, Room 2011.

2:00 p. m.—Drive to St. Mary's College, Moraga Valley, for tea.

"AVENUES OF TRADE"

The articles in the immediately preceding pages, dealing with the interest of school people in South America, may be supplemented by portions of a paper that lately appeared in *Down Town*, a weekly review of San Francisco business. Educators and business men have much in common in their acceptance of responsibility for carrying out the new program of Western Hemisphere solidarity.

"Mr. J. T. Trippe, President of the Pan American Airways System in an address before the Foreign Trade Convention, stated that 'We should take stock of our own situation and review our relations with our neighbors. It might be interesting to compare, at least in the field of transportation, the picture which existed in 1914 and the present picture.

" 'In 1914, only four American passenger and general cargo vessels . . . were serving the entire continent of South America. This contrasts with the situation in 1939 when 44 such vessels . . . are occupied in a similar service. Furthermore, the regularity of the freight services and the high standard of passenger accommodations available, both on the east and west coasts of South America, are something of which we in the United States may well be proud. . . .

" 'Of course, in 1914, commercial aviation between the Americas was nonexistent. . . . Compared, then, with a complete blank in 1914, our present aviation services to South America may be briefly summarized as follows:

" 'Extensive schedules are operated to Mexico, Central America and the Caribbean Islands. Eleven trips each week proceed to the north coast of South America and four trips each week continue to Buenos Aires, two via the east coast and two via the west coast. Every country in the Western Hemisphere is now served by American airlines.

" 'Comprehensive though this service is, Pan American Airways a few days ago announced a decision . . . to embark upon a procurement program for the addition of a new fleet of multiengine aircraft. . . . This program is intended to weld the American Republics into a still closer community of friendly nations, linked together by swift and frequent transportation. . . . The essential transportation facilities are available to handle a great trade expansion. . . .

" 'Increased intercourse and commercial relations between the Americas will be stimulated by the growth of tourist trade and of the visits of businessmen. This is important. More important, however, from the point of view of us businessmen is the fact that tourist travel to Latin America will provide our sister republics to the South with dollar exchange so necessary to our businessmen if our trade with these countries is to develop along sound and permanent lines.

" 'In Latin America there still are tremendous opportunities for the development of natural resources, and even for the processing of articles from these resources, which we all know are capable of vast development.

" 'It is my thought that this development might well come through joint participation of North and South American citizens. Could not enterprises be established in which the risks and the profits could be shared, to which both parties would contribute capital and in which one would offer natural resources while the other would contribute technical and engineering skill, and experience?' "

SCHOOL LIBRARY ASSOCIATION DISCUSSES VISUAL AIDS

On December 2, 1939, the School Library Association of California, Northern Section, held a meeting at Hunter Hall, Board of Education Building, Oakland.

The President, Jessie Boyd, welcomed the group and introduced Mrs. Madison, Supervisor of School Libraries in Oakland who extended the welcome from the Oakland Schoool Department, since Dr. Jacobsen was out of the city at that time.

Miss Margaret Girdner, Chairman of Audio-Visual Aids Committee sponsoring this program was then presented by the President, and she introduced the speaker, Mr. Gardner Hart, Supervisor of Visual Education, Oakland Public Schools, who gave a most interesting demonstration and talk. The theme of the meeting was "Audio-Visual Tools in Modern Instruction."

Luncheon at the Hotel Lake Merritt followed the morning session.

Following the luncheon a musical program arranged by the Program Chairman, Elizabeth Patton, was presented. Students from Berkeley High School who gave several delightful selections were: Claudine Hunter and Marylyn Gordon. They were accompanied by Melha de Mingo.

President Jessie Boyd then introduced the following guests:

William Ewing, Assistant Superintendent of Schools, Oakland; Sydney B. Mitchell, Director of the Library School, University of California; Leo Baisden, Assistant Superintendent of Schools, Sacramento; Mr. Cummings, Head of Visual Aids, Sacramento; Miss Bessie Hart, President California Association of English Teachers.

Mr. Ewing spoke of his belief that the school library should be the influential place in the school, and paid tribute to the fine work being accomplished by school librarians.

Mr. Mitchell mentioned his interest in the place of the school librarians, their training and the good work they were doing.

Miss Hart spoke of the fine cooperation existing between the English Teachers Association and the School Library Association.

Mr. Baisden was enthusiastic in regard to the school librarian's growth in importance in relation to the curriculum.

Mr. Cummings mentioned the growth of Sacramento's Visual Aids Department and the help received from Miss Hart.

The State President of the School Library Association of California, Edith Titcomb, was presented and gave to those present "Echoes of the State Meeting in Paso Robles," held October 28-29.

Miss Boyd outlined her program for this year, based on the theme "New Horizons—New Books—New Friendships," which looks forward to regional open council meetings throughout the year.

There will be a "Book Brunch" on February 11 having for its theme "Books for Librarians," while the next open council meeting is scheduled to be in Salinas on March 9.

FINE THEATER ENTERTAINMENT FOR SAN FRANCISCO

The Christmas season will bring unusually fine entertainment to theatergoers in San Francisco and the Bay Region. Opening at the Curran Theater for one week only beginning Monday night, December 25, is Eva Le Gallienne, supported by Earl Larimore, who will give six performances of *Hedda Gabler* and two of *The Master Builder*. Le Gallienne is America's foremost exponent of Ibsen's plays and is certainly one of the first ladies of the theater, if not *the* first to many who prefer the restraint and quiet grace of her performances to the consciously "brilliant" style of other contenders for the title of "first lady." Le Gallienne is said to give an entirely new interpretation of the fiery, headstrong, tragic Hedda.

Following the week of Ibsen plays at the Curran will be a two-week engage- of Katherine Cornell and The Playwrights' Company in a bright new play by S. N. Behrman, *No Time For Comedy*. The play is staged by Guthrie McClintic, with settings by Jo Mielziner, and the cast includes Francis Lederer, Margalo Gillmore, and John Williams. Brooks Atkinson, reviewing the play in *The New York Times*, wrote: "The crackle of literary and theatrical wit makes *No Time For Comedy* an ironic title."

Christmas night at the Geary Theater will see the world premiere of *Earl Carroll Vanities* — the first time that San Francisco has had a chance to see this revue prior to the New York opening. The engagement is limited to two weeks at which time the entire company will board a special Union Pacific train for a non-stop cross-country dash to New York for their scheduled opening on Broadway.

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Share Your Classroom Experiences

For nearly half a century THE WESTERN JOURNAL OF EDUCATION has been serving the teachers of the westward states. It has always been a journal of news. It has kept its readers in touch with the people who were making educational history, with the progress of new movements in the schools, with the clash of theory and practice through the years. But some pages have always been reserved for the specific and practical needs of classroom teachers.

Years ago the JOURNAL published "programs" for special holidays as they recurred through the school year. Original or compiled, prose or poetry, these programs served a real need in their time. But their time passed. The formal program, chosen by the teacher, and memorized by the children, seems today a far-off memory of the dim past.

Then the "activity program" came upon the scene. In its earlier forms, the balance was pretty even between the "activity" of the children and the "program" of the teacher. Our old files indicate that what classroom teachers wanted in those days was a pretty formal program, with heads and sub-heads, logically worked out.

What do classroom teachers want today? What need can the JOURNAL serve, in the pages reserved to offer practical help for actual classroom situations?

The JOURNAL editors would welcome suggestions from those on the firing line. Are the units of work which we have been publishing really useful to teachers looking for suggestion or inspiration to solve their own problems? Would these reports of classroom experiments be more useful in some other form? We wish that we could elicit some response to these questions.

Perhaps comment and suggestion could be offered more easily if a tentative plan were presented, to serve as a basis for criticism or enlargement. In this hope we outline some of the points that have seemed to us useful in determining the kind of material we should publish.

First of all, we should like to find a name for this material that is more flexible than "program" or "activity" or even "unit of work," although this last phrase seems broad enough to cover most of our needs. But many things happen in a class that might be very interesting and valuable to other teachers if they were reported, yet they might be experiences that could not be easily fitted into a category, even such a broad one as a "unit of work." Excursions, for instance, or some temporary spontaneous enthusiasm or impulse, which might have no organized development yet might have great significance in the communal life of a class. Perhaps no better word can be found than "experience," a shared or communal experience, that may be wholly spontaneous, unexpected, and brief, or may be carefully planned and motivated, and carried through as an organized piece of achievement.

Until we find a better phrase, then, we suggest that our two pages be devoted to reports of shared class experiences, that were significant and valuable to some one group, might offer suggestions of value to some other group.

While this term, a class experience, is suggested in the hope that it will bring us a wide variety of reports, it is probable that we shall find most typical and most useful those experiences commonly defined as "units of work."

If the JOURNAL can elicit from those in the field reports of actually experienced units, numerous and varied enough to give a cross section of what is going on in our classrooms, we shall feel that we are making a definite contribution toward the solution of a definite problem.

As evidence of the problem, we quote from a recent statement made by Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education: "There is no more troublesome problem confronting educators in California today than that involved in attempting to allocate learning experiences to appropriate maturity levels. Although I have given considerable thought to the matter, I know of no final set of criteria by which we can be sure where learning experiences will prove most developmental to children. The only way we can finally arrive at anything that has authority is to get teachers to experiment continuously in their classrooms with different types of groups on a wide variety of learning experiences. If we can then have these learning experiences reported, we shall eventually accumulate a sufficient body of evidence to know at least something more than we now know about the maturity levels at which learning experiences are most effective."

If then teachers and the JOURNAL and the State Department of Education could cooperate toward the end defined by Miss Heffernan, we might help to serve each other's immediate needs and in addition build up a "body of evidence" that might have permanent value.

It would seem likely that one of the most important contributions that teachers could make toward this end would be to report classroom experiences that had been unsuccessful. Naturally it is no fun to take your pen in hand and write the story of a failure. But probably all sound progress in any field of human activity has been based on a patient program of trial and error, with the errors forming the most important part of the record. An honest report of a unit of work that had been undertaken and that had proved unsatisfactory, together with an effort to analyse the probable reasons for failure, might prove more illuminating and valuable to other teachers than the most brilliantly written story of successful units. Certainly the JOURNAL, and the State Department, would warmly appreciate the courage and disinterested devotion that would make possible the story of units that somehow went wrong or failed to click.

In reporting a classroom experience it would always be valuable to give some account of the classroom situation and its environment. Units of work that have risen naturally out of the immediate environment of the children often seem to be, as reported, more significant in their outcomes than activities which find their source in themes more remote from the child's life. Even in such themes, it is often possible to integrate the remoter materials to the child's own environment. So it would seem important to make a clear picture of the children themselves and their background as the basis for any report of a specific experience.

The question of motivation is of course of immediate importance. Was the unit planned by the teacher? If so, how was interest developed among the children? Or was the motivation spontaneous, rising out of some previous experience of the children?

The story of the actual working out of the unit may have to be told rather briefly. Two pages does not permit of much expansion. And space must be saved for the most important part of the report: outcomes of the experience, in terms of knowledge, skills, attitudes, and

social relations. This last topic is most valuable when it is most specific. A general statement that skill in the use of numbers was an outcome is not so interesting as a story of some individual or group who may have been helped over number hurdles by definite number needs, arising from a vital interest in the experience. Other typical examples will come readily to mind. If the report is approached as a story, a "human interest" story, it probably will be more valuable than if it were cast in a more schematic or generalized form.

Any such story, whether of success or unsuccess, will be of value to other teachers as suggestion and inspiration. On the basis of that inspiration another teacher may construct her own "unit of work," developing it in harmony with the needs of her own group.

But perhaps sometimes there will be a real use or need for a complete report of a unit of work that has proved to be successful. A full outline together with considerable detail, of course could not be fitted into the limited space reserved in the JOURNAL for classroom reports. But when teachers or supervisors have worked out such a unit, it is usually filed carefully, in typewritten form, or better still, mimeographed.

In the case of such units, complete and tested, it might be possible to tell for the JOURNAL the story of the class experience, and, if that story proved inspiring to other teachers, to offer the use of the complete unit upon request. If it did not exist in mimeographed form, a typewritten copy could be sent in to the JOURNAL along with the briefer story. With the approval and cooperation of the State Department of Education, the complete unit would be mimeographed and made available to teachers who wanted it.

In all reports from classrooms, good photographs are always welcome, and will be used to the extent that space allows. A brief, well chosen and tested bibliography is probably one of the most helpful items to be included in a report of a unit of work. As a guide for the length of the story, 2,000 words is a rough estimate of the content of two pages. Another basis for estimate is: nine pages of standard typing, twenty-five lines to a page, lines six inches long, equals two pages of the printed JOURNAL.

If other suggestions come to us regarding the best use of our classroom pages, we will gratefully welcome them and publish them.

"THE CHILDREN'S HOUR"

". . . We . . . purpose to salute, in passing, the courage of the World of Tomorrow, in falling in . . . with Mayor La Guardia's suggestion that before it closed the Fair should be made available to all New York school children. It was thereupon made available; the Independent Subway offered them the round trip for a nickel; the Fair authorities promised them admission for a nickel; and on a stipulated day, the schools of the Greater City dismissed the upper grades and high schools. The children gathered from the four winds of the Five Boroughs. The subways bulged with them. The Fair gates sagged under their assault, and had to be swung wide to keep hundreds from being crushed to death. Thereupon, incidentally, count was lost of this extraordinary Children's Crusade; close to a quarter of a million paid their nickel apiece, but thousands untold and forever untellable came in free. Once inside, they kept it up till nightfall: cleaned out all the booths that gave samples away; practically tore apart an old clipper ship on exhibit; smashed everything smashable, climbed everything climable; wrote their names imperishably with jackknives and lipsticks on everything reachable, from the bottom curves of the perisphere to the sculptured feet of the Father of His Country. Extra police squads and radio cars evidently availed but little. . . . The outer shell of the Fair remained only because night at last mercifully fell, and the little ones had to go home. . . ." From the New York *Commonweal,* November 10, 1939.

Long years ago a group of young college women used to gather for "bull sessions" which, true to the type, ranged wide and far, but were likely to wind up with very definite and positive announcements as to how *we* were going to raise the coming generation. The ideas so confidently advanced seemed good, at the time.

Some years later a number of the old group met for reunion at the home of one member. At a high moment of happy "Do you remembers?" the children of the hostess made an unprogramed eruption into the scene. . . When their exit had been achieved and quiet restored, the hostess remarked, "Girls, you remember how we used to talk about the children we were going to have. Well, these are the children I have! . . . What were we saying?"

For years the educators of America have been talking about the kind of children we were going to have, when our modern methods of teaching had had time for a trial, talking about our good ideas for training children for democracy; for self realization with social cooperation; for freedom with respect for the rights of others.

We have been talking about these ideas for more years than the present junior high school pupil has lived. We have been talking about the kind of children we would have as the product of our schools.

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Library News

Edited by MABEL R. GILLIS, State Librarian

GROUP ACTIVITIES AND THE COUNTY LIBRARY*

By Elizabeth T. Turner
Librarian, Hunterdon County Library, Flemington, N. J.

The Hunterdon County Library serves a lovely, rolling country, lying along the Delaware River, on the western edge of New Jersey. Beautiful old stone houses, widespreading inns, and abandoned furnaces give evidence of its one time wealth. After lying fallow for a time, it is once more regaining some of that prosperity. Improved farming methods, good roads, and ever increasing farmer co-operatives are helping to bring the Hunterdon County farmer into his own again.

Recently, creative workers from New York have discovered the beauty of our county and its accessibility to the city, and are moving out in great numbers to buy up places no longer farmed and restore the lovely old houses. Other wealthy people are following suit. Some of the latter want to play at farming, too. Sometimes they combine as many as four or five farms into one big estate. In this case, the actual work of farming is, of course, left to tenants or to men who work on shares, the owner coming out only for week-ends or occasional holidays.

The largest town in the county has a population of only 4,518, the second largest 2,729, but all of them give the impression of being much larger because they are all trading centers for the surrounding farms. Another factor which holds town and country together is the country newspaper. There are ten published every week in our county. At least seven of them play an unusually active part in molding local public opinion. Although there are some industries here, our main interests have always been agricultural.

The County Library

For eleven years the Hunterdon County Library has served this county of some 27,000 people living in an area of 400 square miles. Books are loaned from a headquarters office in the county courthouse to 163 centers in farm houses, grange halls, country stores, and 74 rural schools. The staff consists of one trained librarian, one trained assistant, and three W. P. A. workers. Books are distributed by the book truck which visits each center every six weeks, and by mail.

Since we believe that the library is an educational institution which must not only reflect the interests of the people it serves, but must do what it can to stimulate a richer cultural life in the community, we have always had group activities.

In the early days, these were of the usual conventional type, but as our people began to learn the fun of sharing opinions and real group participation, they have inevitably branched out in many directions. The following are some of the ways in which County Library activities have grown.

Use of Puppets

Puppets have always interested us—first, as a means of making fine old stories live more vividly again, and, then, gradually, in the release which they give to the abilities of those who write the plays, make the puppets, and produce the shows.

We hold a Puppet Festival once a year where some two hundred children, with their teachers, come to see a program given by three or four of their own schools. Usually, at least half the audience has had experience in making puppets and giving shows, and their attitude is professionally critical. We always act as master of ceremonies and also have an exhibit of books on puppetry as well as puppets collected from many sources.

When the County Library was five years old, the Commission decided to hold an open meeting to discuss the County Library's progress and ways of making its service more effective. From it have come many outgrowths.

County Library Association

Perhaps the most important activity was the forming of a Hunterdon County Library Association, composed of readers, custodians of local library centers, and members of local library committees—in other words, of anyone who wishes to join and is willing to pay the annual dues of twenty-five cents. This association is governed by a President, Secretary-Treasurer, and Executive Committee and holds two meetings a year to discuss matters of vital concern to the county library and its constituents.

Sometimes, the subjects selected are more or less technical, such as ways of obtaining local support for county library centers, the librarian and the community, book reviews, and the part the librarian must play as critic in selecting books for purchase. Probably half our meetings are devoted to somewhat broader themes, the social value of book discussion, the Greek zest for life and its implications for our own times, the cultural aspects of Hunterdon County's future. Our most recent meeting was devoted to Propaganda, how to detect and combat it. Occasionally, there are guest speakers. Always, there is free, open discussion, not only of the subject in hand but its direct application to our own problems.

One result has been an unusual knowledge of the County Library's policies and resources by a widely scattered group of people. Another has been the influence the consensus of opinion at the meetings has had on the direction these policies have taken.

Discussion Groups

In the fall of 1935, we called some teachers and parents together to discuss the forming of a group to read and discuss children's literature. They were enthusiastic about meeting but declined to limit the talk to children's reading. It was decided to meet once a month to discuss informally whatever members of the group had read in the meantime and wished to talk about.

The variety of interests shown by this little group proved to be amazing. The talk always begins with the reader's reaction to some idea in the book he has selected and goes on to a general discussion of the idea and its application to members of the group. In this way, the talk is almost never literary but rather social, philosophical, or political in tone.

Some Grangers began to be concerned with the quality of talk in local Grange meetings and asked us to form a group of Grange lecturers and masters who wished to become more proficient in leading discussion. This group soon discovered it knew all too little about discussion itself and decided to begin by first learning how to talk together before attempting to learn how to lead others. They began with *It Can't Happen Here* by Sinclair Lewis, and went on to a study of dictator forms of government. They soon decided they believed in the value

*From a paper given at the County and Regional Libraries Section, American Library Association, June, 1939.

of voluntary planning rather than regimentation. The next winter was spent studying the cooperative movement.

In 1937, this group went back to its original purpose of learning how to lead discussion and used as a basis for its meetings the Discussion Pamphlets of the Department of Agriculture. This winter, they dispersed to do what they can in helping their local granges to make discussion there more alive and more closely related to farm problems.

We are always interested in finding ways in which country people can make a richer cultural life for themselves at small expense. Last summer, we turned in a new direction when we began to give a series of fifteen concert discussions called "From the savages to swing." The program consisted of good recordings of fine music given on an electric recording machine. The leader was the custodian of a local library center who is enthusiastic about music. Some of the members of this group wished to spend more time with Bach and so formed another group which met four additional evenings to study the Bach B Minor Mass.

Should Library Be Passive or Active Educational Agency?

I should now like to discuss as objectively as possible whether this kind of activity should be considered the function of a county library.

Many people sincerely think that a library has merely an auxiliary function. It must always be ready to lend books to agencies for use in their activities. It has neither the time nor staff nor wish to be other than a spectator in the Community.

We believe that if the library is an educational institution, it must not stop there. It must not only reflect in books it buys and lends the interests of the community but it must also go on to do what it can to help stimulate a richer cultural life. By this, I do not mean that the Library is the sole agency for this purpose. Being library minded, I, personally, feel that it is perhaps the most logical one. However, I firmly believe that even if every agency did what it could toward this end, the total result would still be but a drop in the bucket. Strangely enough, support for this point of view comes, for the most part, from people who believe in the library but are not librarians. Perhaps the most outstanding adherent of it is Alvin Johnson who has so ably contributed "The Library: The People's University" in support of the idea. Others who have offered encouragement and interest are social workers, psychologists, adult education leaders, and sociologists.

Perhaps it is only fair to list some of the things a program of this kind cannot do. It will never be useful as a huge popular movement to put the local library on the map! Work must always be through small groups, which may, in turn, develop into other small groups.

Any activity may be better than no signs of life, but it cannot be considered truly educational unless it stimulates intellectual curiosity in its members and gives an opportunity for growth. We are tempted to add that it should also link with reality by helping its members to translate this growth into some form of social action.

Such a program does not need any large outlay of money. Since the groups are small, they may be held in the library or in private homes, or local halls such as granges and other community buildings. Leaders can be found in the library staff, in the group itself, or in the community. The chief job of the librarian is usually to help bring culturally minded people together, supply a setting in which such an activity can grow, and, sometimes, help persuade the group to begin on itself, not plan in a large way for others!

Professionally, just what does the librarian get out of it? First of all, members of the group cease to be library patrons and become friends! In the kind of activity I have been describing, there is no room for the leader on one side and the group on the other. Here, sharing opinions makes them know each other. It establishes a relationship impossible in more formal library circumstances. Secondly, it offers an opportunity to the librarian to begin to learn what happens to people after they read. This is a field in which we know so little we cannot afford to miss every chance which offers to learn more. There is also some satisfaction in knowing that however small the result may be, the library has done what it could to interest the people it serves in living more fully.

In other words, what do we want the library to do? Is it to be just a mausoleum of embalmed ideas? If, instead, it is to become a living force, I believe we should use every means in our power to release these ideas so that they may help our people in their desire to make a better community and a better world.

GOOD NEW READING

MERSEREAU Why is America?

An inspired little book which dramatically and simply in story form sets forth the real meaning of democracy with faith and hope. "Utterly charming. It will appeal mightily to children because of its simplicity and humor and to adults responsible for children because it tells them what they need to know about our country. It is as American as Mark Twain or Will Rogers."—Robert Hill Lane, Assistant Superintendent, Los Angeles Public Schools. For grade 4 and up. Illustrated in color. $0.32.

MASON Smiling Hill Farm

A gay vivid story, in childlike language, of evolving social life in America over a period of 120 years. More than 100 drawings in color by Kate Seredy. Grades 3-5. $1.60.

HILL In Little America with Byrd

Timely reading is this story by the youngest member of the second Byrd Antarctic expedition. Informative, thrilling, well-illustrated. Grades 6-8. $1.00.

LEE Indians of the Oaks

New stories of the Southern California Indians of 75 years ago, written from fresh facts gathered by the Founder-Director of the Indian Arts League of San Diego. Grades 4-5. $0.92.

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SAN FRANCISCO

California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE PRESIDENT'S MESSAGE

By C. W. Pierce

My brief report of the twenty-eighth annual convention of the National Association of Public School Business Officials, held recently in Cincinnati, will be preceded by a few notes on the history of that interesting city.

Cincinnati was one of the first settlements in the Northwest Territory, early in 1779. It was named in honor of the order of Cincinnati, by General Arthur St. Clair, then governor of the Northwest Territory, who was at that time also president of the Pennsylvania State Society of Cincinnati. Cincinnatus was one of the heroes of early Rome. Twice he was called from his farm to be dictator of Rome, once in 468 and again in 439 B. C. General Lafayette visited America in 1812 and made the long trip west to see the city that was named after the society of which he was then the international president. Mrs. Harriet Beecher Stowe lived in Cincinnati from 1832 to 1850, and gathered there much material embodied in her book *Uncle Tom's Cabin.*

The Convention was held in the spacious Plaza-Netherlands Hotel. H. C. Roberts, president of the Association, had prepared an excellent program, and the local committee headed by R. W. Shafer, extended us wonderful hospitality. Cordial welcome was also expressed by John M. Reimer, president of the Cincinnati Board of Education, and by the Honorable James Stewart, mayor.

Dr. Preston Bradley of the People's Church in Chicago gave an outstanding address on "The Meaning of Education." He urged that educators seek to inspire individuals to become masters of themselves, and of the circumstances in which they may find themselves. A wholesome respect for individual personality should help guard against regimentation by the state, or any effort of the state to dictate the thinking of young people. "The danger to democracy comes" he said, "when men barter the spiritual beauty of freedom for economic security or material well being. The goal of all educators should be an individual so highly integrated that he is complete master of himself and of every circumstance."

The general meeting on Wednesday dealt with the professionalization of school business management, which is the stupendous task the National Association has set for itself. Topics such as "The Business Official as an Educator," "How to Attain Needed Improvements in Public School Business Administration," "Report of the New York Regents Survey of Business Administration," and "Some Earmarks of the Professional Business Official" all carried the thought of growth in service, better professional attitudes, and a widening of influence. Interest was also expressed in the development of a code of ethics for the membership.

In addition to the general meetings, two afternoons were given over to sectional meetings attended according to the various interests of the members. The Pupil-Transportation Round-Table proved popular, and comparative statements of different plans in vogue in several states were available. It was interesting to note that California's solution of school transportation problems was rather generally known by delegates from several states.

The entire Convention was characterized by a high professional tone, and in closing I would like to urge that as many as possible of our California school trustees attend regional meetings of public school business officials.

HISTORIC SCHOOL REDEDICATED

Tracing the history of Panama School District (Kern County) back to 1776 when Padre Garces visited a rancheria of the Yokut tribe of Indians, Roy E. Loudon, chairman of the board of school trustees, officiated at unique services marking the dedication of the new school building recently completed and furnished. Panama is part of the rich Kern Delta region which has during the past few years proved to be fine cotton land. Because of this crop population of the district has increased rapidly and the new completely modern school plant has been planned to accommodate several hundred pupils. Cost was around $85,000. Other members of the school board are Mrs. Amy B. Seibert and H. A. Van Horn.

TEACHER SELECTION IN THE SMALL SCHOOL

By H. A. Spindt

Manager, Bureau of Guidance and Placement, University of California

In many small schools teachers are employed from among applicants who "come to the door" of the board of trustees. Frequently, teachers are selected without even a check on their previous professional records, or any information being secured except what is given verbally by the teacher. Often such methods of teacher selection must result in the election of teachers who are not the best persons available for the particular position.

As a better procedure, I should like to suggest the following: (1) Write to the appointment secretary of one of the universities or of one of the colleges in your part of the state. Tell this appointment secretary the type of person you wish to employ. If your district is isolated, therefore making it difficult for candidates to come to see you, ask your county superintendent to make this contact with a college teacher-appointment office. From the appointment office you will receive confidential papers about candidates telling their training and experience, and probably a confidential letter giving personal information about the candidates also.

(2) Make an arrangement for a personal interview for the candidates suggested by the appointment office, or by your county superintendent. If, again, your district is isolated, try to make such an appointment either at the college, or at the office of your county superintendent. Teachers, particularly the younger ones, do not have the financial resources which will permit them to travel great distances to be interviewed by boards.

(3) If you have candidates who have made personal application, find out what university or college gave them their training. Write to the appointment secretary of that university or college and ask for the confidential papers of the candidate, together with an estimate of the candidate's ability by either the education department or the appointment secretary.

Generally, boards of trustees in small schools where a full-time principal is not employed should consult with their county superintendent before they actually employ a teacher. The county superintendent is in a position to know many

more candidates than any one board can know.

Following the procedure outlined above cannot help but result in the selection of the best available teachers.

A MILLION DOLLAR HIGH SCHOOL AT SAN RAFAEL

By Lauriston Tardy
Principal, San Rafael High School

Featuring six units of buildings geared to the needs of a modern educational system, San Rafael High School formally dedicated a $250,000 addition on November 18, bringing the evaluation of its plant to a million dollars.

Two shop buildings, electrical and general metal, have been added. In connection with the shops a mechanical and shop drawing unit has been built. The vocational auto repair and industrial arts woodworking shops have been enlarged. New buildings to house vocational carpentry and landscape architecture complete the non-academic construction.

The music addition contains rooms for band, orchestra, and choral work. There are special rooms for voice placement and reproduction, offices, music library, storage, and individual practice rooms.

In the home economics additions are two clothing laboratories, a home economics library and guidance room, a new classroom, a foods laboratory, and a model apartment for families with an $1,800 to $3,000 income.

The largest single addition has room for art, commercial, and visual education projects. The art unit contains special rooms for drawing, pottery, and weaving. There is a speech arts classroom with another room for a laboratory. The commercial units are classrooms for bookkeeping and business practices. A small theatre for the showing of moving pictures, which are scheduled daily, completes the addition.

Included in the cost of the new buildings were the equipment for the units, a new heating system for the old and new buildings, new roofs on the old buildings, and grounds improvements such as walks, drives, landscaping, and parking areas.

The new project was financed 45 per cent through P. W. A. grants, the school district furnishing 55 per cent of the total cost. According to Oliver Hartzell, superintendent, the new buildings will enable the school authorities to accommodate students in the utility branches of training, thus relieving the more academic classes, so both branches of learning will have a better balance, and the school will more nearly meet requirements of modern education.

Dedicatory services were conducted before a large audience, and featured Dr. Alexander Roberts, President of San Francisco State College as principal speaker; Doyt Early, Architect of the State Department of Education, and Paul Donald, Regional Assistant of P. W. A. A dramatic narrative with musical skit, slides and moving picture interludes, summarized the half-century of progress of San Rafael High School. The San Rafael Board of Education responsible for this fine addition to California schools is composed of A. R. Marall, chairman; Harry F. Meilink, A. B. Dewing, Charles Brusatori, and Dr. Homer E. Marston.

PRACTICAL USE OF N. Y. A.

At Buttonwillow (Kern County) a group of N. Y. A. boys under direction of the Deputy Fire Warden, are doing fire hazard abatement work, and cleaning up situations surrounding the town proper. The service extends also to making incinerators for persons willing to furnish the material.

ALAMEDA COUNTY ACTIVITIES

Castro Valley school trustees have announced the completion of an extensive W. P. A. program which has put the school building and grounds in excellent condition. With the addition of a low white adobe wall and mesh fence the grounds are pleasantly set off from the main thoroughfare, and modern resurfacing and equipment add greatly to the appearance as well as convenience of the entire school. Edward S. Perry has long served as a member of the board of trustees, which also includes Baird Porter and John T. Stanton.

Another Alameda County school which has undergone considerable revamping during the past months is Washington Union High School at Centerville. The cafeteria building was completely remodeled, and the music room enlarged to twice its former capacity. New lockers, light fixtures (to comply with correct lighting standards), and bleachers for the baseball field were added, all of which adds greatly to the convenience of an unusually heavy enrollment this year.

Pleasanton School has also taken on new attractiveness with the reopening of the Auditorium, made possible by the addition of fire escapes which correct the dangerous condition of former years. The attractive gardens and grounds of this school are well known and create a most favorable impression on visitors passing through town.

REPORT OF ADVISORY COMMITTEE ON EDUCATION

The Advisory Committee on Education, headquarters in Washington, D. C., has recently released an interesting report dealing with the office of Superintendent of Public Instruction in various states of the Union. The study revealed that only twenty of the forty-eight states have established professional qualifications for their chief school officers, and that only two states, Nebraska and Maryland, have educational requirements beyond a college or normal school degree. Annual salaries paid the chief school officers range from $2,400 to $15,000. The salary paid the California Superintendent of Public Instruction is set by constitutional enactment as "equal to that of the Secretary of State," which is $5,000. Another pertinent disclosure was that in forty-six states submitting information, thirty-six reported that their chief state school officer was elected by the people, others being appointed either by the Governor or State Board of Education.

ADULT EDUCATION POPULAR

Authorized by the Board of Education, of which Judge T. N. Harvey is president, the Kern County Union High School at Bakersfield is providing an unusually broad program in adult education. Evening classes are maintained at the parent school in Bakersfield, as well as branch schools at McFarland, Shafter, and East Bakersfield, with an estimated enrollment of around 2,500 persons. Open forum meetings under the direct supervision of the American Institute of Banking include discussions of particular interests such as the oil industry, cotton industry, air transportation, diversified farming and kindred subjects, all of which are of paramount importance to citizens of Kern County. At these meetings the public is invited, and a fine opportunity for knowing school facilities results. Guy W. Garrard may be addressed at Bakersfield for further information.

LIABILITY OF SCHOOL TRUSTEES

Boards of school trustees are liable as such in the name of the district for any judgment against the district on account of injury to persons or property arising because of negligence of the district, or its officers or employees, provided that a verified claim is filed within ninety days in accordance with the provisions of School Code Section 2.801.

In a recent case, the Appellate Court held a school district liable when a third grade child was seriously injured during a recess period by a boy on a bicycle. In this case, proof was submitted that for several months boys had been permitted, without protest, to ride bicycles on the school grounds while games and physical training were in progress.

Trustees can protect their districts by assuring themselves that all reasonable precautions are taken to avoid accidents.

RESPONSIBILITY FOR PHYSICALLY HANDICAPPED CHILDREN

Because of amendments passed at the 1939 Legislature, relating to the education of physically handicapped minors, the State Department of Education has recently issued a new Bulletin prepared by Walter Morgan, assistant superintendent of public instruction. This publication sets forth in detail services now available for such handicapped children. Members of school boards should know that special state aid is provided, in addition to the usual apportionment based on average daily attendance, to reimburse school districts for the excess costs incurred in educating such children.

There are four general methods of providing special education for physically handicapped children: (1) full time special classes for physically handicapped children; (2) regular classes maintained primarily for pupils who are not physically handicapped; (3) individual instruction in the home, at the bedside in hospitals, sanitariums or preventoriums, or in cooperation with the Bureau of Vocational Rehabilitation; (4) in remedial classes for physically handicapped pupils excused in small numbers for a portion of a class period from regular classes, without appreciable reduction in the costs of such regular classes.

Types of children specifically designated in the school code are enumerated in sections 3.606 to 3.622, and include with others all minors suffering from pre-tuberculosis, tuberculosis, and convalescents who are required to stay in hospitals or preventoriums.

In addition to such special provisions as may seem necessary to care for physically handicapped children, governing boards are authorized to provide guidance and counseling services, as well as transportation to and from school. Still further provision is made for the cooperation of the State Department of Employment with local school officials and the State Department of Education, in the placement of physically handicapped individuals in gainful employment.

PUBLIC SCHOOL BUSINESS OFFICIALS ISSUE YEARBOOK

The Public School Business Officials Association has recently issued its annual "Proceedings," and report of their 1939 Convention. Considerably increased in size, this yearbook should be of especial interest to the school trustees who are concerned with such problems as Compensation of Non-certificated Employees; Merit System of Employment; Uniform School-accounting and Pupil Transportation. Donald B. Rice, business manager of Oakland City schools, is president of the Association, A. P. Mattier, assistant business manager of Compton Union High School District, is secretary and Vaughn Seidel, deputy superintendent of Alameda County schools, is treasurer.

CONTRA COSTA COUNTY GROWTH

County Superintendent B. O. Wilson, assisted by Miss Wilma G. Cheatham, Director of Research, has issued an interesting compilation of Contra Costa County elementary and high school statistics showing age-grade trends, as well as enrollment and retardation tables. A total enrollment of 12,735 pupils (exclusive of Richmond) shows an increase of almost four hundred over last year. In view of certain rather widespread publicity given to decreasing elementary populations, it is interesting to note that in Contra Costa County the greatest proportionate gain in new enrollments was in the kindergartens, which showed an increase of almost 22 per cent over last year. Available statistics of this nature may be of great service to trustees as well as administrators in checking costs of local schools.

ATTORNEY GENERAL'S OPINIONS

Application of Local Building Ordinances to School Buildings:

School districts, in the construction of school buildings, are subject to valid local regulatory ordinance, since School Code sections 2.1460-2.1469 do not show any intention by the Legislature to occupy exclusively the legislative field having to do with the construction of school buildings (citing A. G. O. Nos. 7149 and 9022). (A. G. O. NS2090, October 30, 1939.)

Attendance of Elementary School Pupil Residing in a Suspended Elementary School District:

A pupil residing in a suspended elementary school district in one county may attend in an elementary school district in another county under the provisions of School Code sections 2.20, 2.21 and 2.22, but it is suggested that the arrangement entered into be approved by the county superintendent of schools of each county. (A. G. O. NS2096, November 10, 1939.)

Attendance of High School Pupils Outside the State:

Where high school pupils reside in an elementary school district in California and attend a high school in an adjoining state, the transportation of such pupils is provided for and controlled exclusively by School Code sections 3.330-3.338 and the maximum amount provided for therein can not be increased by any allowance for transportation under School Code section 1.73-1.

There is no authority under which the county superintendent of schools of the county in which such pupils reside can pay to the parents or guardians of any such pupil the cost of food and lodging of the pupil at a place convenient to the high school, School Code section 1.73 not being applicable. (A. G. O. NS2096, November 10, 1939.)

Effect of Annexation of Territory to Contiguous City School District in an Adjoining County:

Where, under School Code section 2.112, as amended in 1937, territory lying in one county is annexed to a contiguous city school district lying in another county, a joint elementary school district is not thereby created, since the creation of a joint elementary school district under School Code sections 2.220 et seq. is distinct from the annexation

of contiguous territory to a city elementary school district. (A. G. O. NS2043, October 17, 1939.)

Levy and Collection of Irrigation District Assessment on School District Property:

In the absence of a positive direction for the levy of assessments by an irrigation district on property owned by a school district, such assessments can not be levied on such property (citing *City of Inglewood* v. *Los Angeles County*, 207 Cal. 697; *Witter* v. *Mission School District*, 121 Cal. 350). However, a school district may agree to pay amounts to the irrigation district equivalent to assessments levied after the acquisition of property by the school district for the extension by the irrigation district to the school district of the same benefits given private owners of property. The payment of the amounts agreed upon by the irrigation district can be enforced through an appropriate action on the agreement brought against the school district. The irrigation district may not sell the property of the district for the non-payment of assessments. (A. G. O. NS2051, October 23, 1939.)

Participation of Non-certificated Employees of School Districts in State Employees Retirement System

Under sections 3d, 38c and 38e of the State Employees Retirement Act (Deering Act 5847) the governing board of a school district may, subject to the conditions set forth in such sections, contract with the Board of Administration of the State Employees Retirement System for the inclusion of non-certificated employees of the district in such system without first securing the consent of the electors of the district at an election held under the provisions of School Code sections 5.1100 and following. (A. G. O. NS2016, October 16, 1939.)

Payment of Registration Fees on Buses Leased by School Districts:

Where a school district leases the bus from the owner thereof under a "lease agreement" which provides for the leasing of such bus to the school district for one school year, the school district having the option, upon the expiration of the term of the lease, to extend the lease for the succeeding school year; that the district may purchase the bus during the term of the lease or any extension thereof by giving notice and paying a stipulated amount; that until the option to purchase be exercised or until the expiration of the term or any extension thereof, legal title shall remain vested in the lessor; and that upon the expiration of a certain period the bus shall become the property of the district, provided the stipulated amounts of rentals have been paid, the district is not the owner of the bus under section 66 of the Vehicles Code (as amended in 1937) until it exercises its option for extending the term of lease by which act it becomes a conditional sales vendee. As a consequence, the bus is not exempt from the payment of the registration fees required by law in the absence of evidence that such option has been exercised. (A. G. O. NS1402, January 27, 1939.)

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Resignation of a Probationary Employee of a School District:

Where the resignation of a probationary employee of a school district was secured on the representation by the principal of the school in which the employee serves that if such employee does not resign he will be dismissed, the resignation was not secured by duress or coercion, if, in fact, the governing board of the district had determined to dismiss the teacher, and the resignation became effective when accepted by the governing board of the district.

Where the governing board of a district, in accepting a resignation, fails to fix the effective date thereof, the resignation must be deemed to be effective when accepted and the provisions of School Code section 5.640 are not violated. (A. G. O. NS2091, October 31, 1939.)

VOCATION DAY AT TAFT UNION HIGH SCHOOL

By Grace E. Harris
Dean and Director of Guidance

With the active support and approval of the board of education, and in cooperation with the local Kiwanis Club, the administrators of Taft Union High School conducted recently a "Vocation Day," bringing together more than one hundred speakers and sixteen hundred high school and junior college students. Preceded by months of preparation this vocational conference included subjects ranging from criminology to aeronautical engineering, not to mention such individual interests as hostess work and beauty parlor operation. Stimulated by the expressed interest of the Kiwanis Club, the idea was explained to each student and faculty member by means of a special bulletin which also included a list of 110 occupations. Results of the survey showed an active interest in some sixty occupations, and speakers were chosen who could give practical information and guidance from their own experience, as well as answer pertinent questions from students.

Dr. Rufus von KleinSmid, President of U. S. C., addressed the general assembly group on "How to Choose a Vocation," after which sectional discussion groups were conducted in several buildings.

Vocation Day was marked by fine cooperation with school administrators on the part of the entire community, and many townspeople saw the school and met faculty members for the first time that day. Success of the undertaking may be attributed to Superintendent Stanford Hannah, and Deputy Superintendent Herman Buchner, and Dean Grace Harris who worked untiringly with the Kiwanis Committee and the Board of Education. (Complete plans and other information may be obtained from any of the above, or from the offices of the C. S. T. A. in Bakersfield.)

Book Reviews

From Charles Scribner's Sons

MAN IN NATURE, by Carl Sauer. Price, $1.20. Again we have the pleasure of reviewing a book whose title page carries the names of well known California school men. Carl Sauer is Chairman, Department of Geography, University of California, and the cooperating editor, Leo Baisden, is Assistant Superintendent, Sacramento City Schools. This book is titled "A First Book in Geography," and is the story of primitive man in North America adapting his life to the geographical conditions of his home. Thus the facts of terrain, climate, products, etc., are meaningful because they are related at once to the human customs which they determine. The illustrations by Antonio Sotomayor beautifully relate the regional scene and the activities of its primitive inhabitants. The regional studies begin with California and the southwest deserts and mountains, and the gathering tribes. Fisher folk of streams and seashore, hunters of the far north, plains people, forest people, peoples of the tropics and high plateaus illustrate all types of geographical settings and their relation to the peoples inhabiting them.

LANGUAGE FOR LIVING, by Gertrud M. Addison and Alice M. Walker. Price, $1.40. The authors of this book also are California educators. Mrs. Addison is Assistant Supervisor of Secondary Curriculum, and Miss Walker is a teacher of social studies and English at the James A. Foshay Junior High School, Los Angeles. This book is planned for ninth and tenth grade students. It is based on the assumption that it is scarcely worth while to teach the arts of speech and writing to a person who has nothing worth while to say. So its concern is divided between an effort to waken the student to problems of personality and social adjustment, and a presentation of the tools of self expression. *Divided* is not the best word to describe the plan of the book, as these two strands are so well articulated that the book as a whole achieves successful unity. Problems of personality include self analysis, habits, friends, and the conventional techniques of social intercourse: introductions, conversation, letter writing, as examples. The problems of self expression, of written and spoken language, follow a well-charted course, unique only in the freshness of the material chosen for illustration and for the close integration of the tools of language with the living needs of contemporary youth. Words, word building, use of the dictionary, spelling, sentence structure, and paragraphing are presented as tools for the creation of good talk, good letters, narrative, exposition, and story telling. The latter part of the book outlines simply and graphically the essentials of formal grammar. The photographic illustrations add interesting factual material to the text, while the drawings, used to illustrate desirable social situations, are amusing, natural, and friendly.

Left to right: Carl Sauer and Leo Baisden, author and editor of *Man In Nature;*

Alice M. Walker and Gertrud M. Addison, authors of *Language for Living.*

From the John C. Winston Company

GENTLEMEN AREN'T SISSIES, by Norton Hughes Jonathan. Price, $1.50. The rapidly increasing number of books on personality, social relationships, and etiquette, written for under-twenty youth, may be an evidence of youth's awakening to the value of good form, or an evidence of the failure of contemporary homes to provide guidance in these delicate matters, or it is evidence of something else. In any case it seems to be significant of some recognized need, and the books are valiantly meeting the need. Most of the earlier books in this field were written for girls, then a number appeared dealing with both sides of the social picture, usually with the emphasis on the feminine side. This book is "for men only," very young men who are struggling with that universal and often bewildering experience technically known as "adjustment to the hetero-sexual relationship." It tells a lad how to make a hit with the gals! It abounds in good sense and high good humor, and it sounds as though its suggested techniques would be entirely successful. Recommended to deans of men (quite young men) to recommend to their consultants, with a tip to deans of women to tip off *their* consultants to watch their step with the young fellow who leaves the dean's office with a copy under his arm!

From Scott, Foresman and Company

HANDBOOK OF ENGLISH FOR BOYS AND GIRLS. Prepared by a Committee of the National Conference on Research in English, Delia E. Kibbe, Lou L. LaBrant, Robert C. Pooley, Chairman. Edited by C. C. Certain. Price, $.60. This unique reference book for the use of children in the middle grades of the elementary school is to be used both in and out of school to answer children's questions of usage, etiquette, punctuation, and pronunciation. Directions are given for finding words in the dictionary, for taking notes, making outlines, speaking before audiences, preparing a bibliography. A generous use has been made of models and examples so that the pupil may work independently. Many running heads and side and center captions make the book easy to use. In 128 pages the authors have presented the most vital information about correct ways to speak and write, enlisting the services of many able persons in the fields of reading, English, and research. This book will fill a long-felt need in elementary classrooms where English is taught in a functional way; where children are writing letters, using the telephone, making introductions, writing reports and plays, preparing bibliographies, and engaging in many other types of oral and written expression that are a part of the daily activities in a democratic classroom.